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ABSTRACT

Results of a follow-up survey of recipents of Masters and Doctoral degrees from the College of Education of Texas A&M University are reported. The scope of inquiry included those who completed post-baccalaureate programs between May 1975 and May 1977, inclusively. Professional and employment profiles were obtained from holders of each degree. Their perceptions regarding the effectiveness of the school's curriculum and program were sought. The following courses were the focus of the study: (1) agricultural education; (2) educational administration; (3) educational curriculum and instruction; (4) educational psychology; (5) health and physical education; (6) interdisciplinary education; and (7) industrial education. Comments and suggestions on course effectiveness given by respondents in both categories are appended. (JD)

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ED159166

# 1978 Report

# of

# College of Education Standing

# Committee on Follow-Up Evaluations
# (Graduate Programs)

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At the outset of this project it was apparent that a graduate assistant should be employed to assist the advisory committee with the commission of this project. Mrs. Angie Huang was employed and has served in this capacity in an exemplary manner. She has assisted with the various tasks of: compiling the lists of graduates, conducting the mailouts, and compiling and analyzing the data. The advisory committee is very grateful for her tireless effort with these tasks. Finally, the advisory committee is very appreciative of the work of Beth Van Cleave, Jean Baur and Loretta Johnson for their contributions, typing the final manuscript.

## Goals

As a standing committee of the College of Education, the Committee on follow-up of Graduates and Evaluation of Teacher Education Programs is charged with the following functions:

1. To locate, on a periodic basis, the graduates from teacher education programs and to determine their employment patterns.
2. To obtain graduates' opinions about the effectiveness of the TAMU teacher education curricula and programs.
3. To recommend to the Dean, the Policy Committee, and the Council on Teacher Education the course and curricular revisions needed to strengthen teacher education offerings.

Given the extensive follow-up effort undertaken during the 1976-77 academic year regarding undergraduate teacher certification programs, this committee elected to limit the current effort to a survey of post-baccalaureate graduates. Consequently the afore listed functions were modified to become the goals for the 1977-78 academic year.

1. Locate advanced degree recipients from the College of Education and determine their respective employment profiles.
2. Obtain opinions of graduates concerning the effectiveness of graduate curricula offered by the College of Education.

3. Provide recommendations to the Dean, the Policy Committee, the Council on Teacher Education, and the Committee on Graduate Instruction regarding possible curricular revisions based on follow-up information.

General objectives emanating from these goals are:

1. Develop survey instruments for the various masters and doctoral degree programs offered by the College of Education which contain a general component and program development components.
2. Obtain follow-up data from post-baccalaureate degree recipients who have completed program requirements between May 1975 and May 1977, inclusively.
3. Report results consonent with goal 3 listed previously.

## Background

Survey research may be directed toward identifying relationships among important variables. For example, an investigator may seek an answer to the question, "Is post graduation success perceived to be related to the graduate curriculum?" In order to answer this question, more sophisticated techniques and procedures must be implemented than merely measuring current success and attitude of recent graduates. Status surveys on the other hand tend to be descriptive, fact gathering activities such as, median income of graduates, availability of resources, etc. The purpose of these surveys is generally to determine present status on variables of interest and not to study inter-relations among these variables (Kerlinger, 1964).

A review of numerous baccalaureate degree follow-up surveys conducted by colleges and departments of education has shown that typically, broad questions related to quality of advisement and counseling, personal valuing of specific courses, quality of faculty, quality of curriculum and quality of instructional methods are posed (Golden and Lyons, 1976; Univ. of Nebraska, 1976; Stenning and Rosser, 1976; EPSY-TAMU, 1975; Devlin, 1971). Other surveys representing the status type follow-up have sought biographic information only, for example, teaching fields completed, teaching experience, annual earnings, honors bestowed, professional experiences, etc. (Hensarling and Pope, 1972; Hensarling, Hermann, Faulkner, 1973; Fields, 1976).

While these surveys illustrate the status function rather well, the goals of this endeavor stress
as the primary emphasis of this evaluation. Two scaled items and open ended items used in other program evaluations (Rosser and Denton, 1977; College of Education Final Report, 1977) appear to accommodate the relational function rather well. Instruments in these latter evaluation projects contained two Likert-type scales referenced to a single item. Information was sought on the value of different program components on one scale while a rating of quality of service provided for those components was sought on the second side. These multiple responses enabled an empirical relationship to be determined for each program component.

Survey methodology regardless of function being served, includes a variety of approaches, i.e., personal interview, telephone surveys and mail surveys. Past experience with survey research, has shown that while the personal interview yields the best information, the cost per data point approaches the ratio of 60/1 in comparison to mail-out surveys (Smedley and Olsen, 1975). Telephone interviews constitute another means of gathering follow-up data. While this approach provides direct communication, thus enabling opportunities for clarifying any misconceptions concerning survey questions, the time investment necessary to locate and actually contact individuals by phone is substantial. The most conventional approach of conducting a follow-up survey involves mail-out instruments. As previously noted, the mail-out survey is less expensive than personal interviews and readily permits the canvassing of very large samples. However, mail-out surveys often suffer from sampling bias because of a low ratio of response given the total sample for the survey. Experience from recent follow-up evaluations (Rosser and Denton, 1977; College of Education Follow-up Committee, 1977) has shown that representative responses can be obtained from mail-out surveys providing:

1. instrumentation is brief, clear and concise;
2. multiple mail-outs are used and continuous updating of addresses are maintained;
3. phone contacts are made to those who have not responded after two mail-outs.

Given the available resources, the goals for this follow-up project, and the experience gained from previous surveys, both direct experience and information gained from the literature, a decision was rendered to conduct this evaluation via the mail-out technique.

## Methodology

### Subjects

A tabulation of recipients of masters and doctoral degrees from May 1969 through May 1977 was made. The number of individuals receiving advanced degrees from the College of Education is presented in Tables 1 and 2 (Appendix A). The follow-up committee deliberated on whether to include the total population (1644) in the survey or to sample from this population. Given the recency of graduate follow-up surveys in Health and Physical Education (Fields, 1976), Educational Administration (Hensarling et al., 1972; 1973), Educational Psychology (1975), Industrial Education (Devlin, 1971), Educational Curriculum and Instruction (Stenning, Rosser; 1977) and the evolution of the various graduate programs offered by these departments a decision was reached to survey the graduates from May 1975 through May 1977, inclusively. This sample translates numerically to 600 individuals with departmental compositions being 28 individuals from Agricultural Education, 105 graduates from Educational Administration, 122 graduates from Educational Curriculum and Instruction, 157 individuals from Educational Psychology, 53 individuals from Health and Physical Education, 75 individuals from Industrial Education, and 60 graduates from Interdisciplinary Education.

Data Procurement

Names of individuals in this sample were identified through two sources: first, each department maintains a list of degree recipients and their addresses. Further, a complete list of graduates was drawn from the official graduation announcements which were available in the records section of the registrar's office. Lists containing the name and address of each masters and doctoral recipient were developed from these sources.

The instrument developed for this survey was accompanied by a solicitation (Appendix B) requesting the assistance and cooperation from each graduate. The cover letter and questionnaire were mailed to 600 individuals on January 19, 1978. Five weeks were allotted for return of the completed instrument from the initial mailing. A second mail-out to 390 non-respondents was initiated February 27, 1978, which contained a second cover letter (Appendix B) over the signature of the Dean. A date six weeks hence was established as the final entry date for data received from the mail-outs. After four weeks had elapsed, phone numbers of seventy-five reticent graduates were obtained and phone contact was attempted during March 28-29 from 5:30 p.m. to 8:00 p.m. Individuals who were contacted in this manner were encouraged to remit the questionnaire. On the closing date for receipt of questionnaires (April 7, 1978) some 344 completed questionnaires had been returned. Over fifty-seven percent of

Table 3

Summary of Returns From Follow-Up Survey of
Graduate Programs in the College of Education

| Total Sample | Number Returned Completed | Number Returned as undeliverable | Total Returned |
|---|---|---|---|
| 600 | 344 (57.3%) | 2 (0.3%) | 346 (57.6%) |

| Response by Departments | Number Sent | Number returned | Percent Returned Completed |
|---|---|---|---|
| Agricultural Education | 28 | 26 | 92.8 |
| M | 28 | 26 | |
| Educational Administration | 105 | 59 | 56.2 |
| M | 66 | 30 | 45.5 |
| D | 39 | 29 | 74.4 |
| Ed. Curriculum & Instruction | 122 | 63 | 51.6 |
| M | 95 | 43 | 45.3 |
| D | 27 | 20 | 74.1 |
| Educational Psychology | 157 | 82 | 52.2 |
| M | 124 | 58 | 46.8 |
| D | 33 | 24 | 72.7 |
| Health & Physical Education | 53 | 32 | 60.4 |
| M | 40 | 24 | 60.0 |
| D | 13 | 8 | 61.5 |
| Interdisciplinary Education | 60 | 37 | 61.7 |
| M | 24 | 15 | 62.5 |
| D | 36 | 22 | 61.1 |
| Industrial Education | 75 | 44 | 58.7 |
| M | 55 | 28 | 50.9 |
| D | 20 | 16 | 80.0 |

M = Masters degree recipient
D = Doctoral degree recipient

the advanced degree recipients who were identified in the sample responded on the questionnaire. Table 3 summarizes the returns by departmental affiliation and degree earned.

While the overall percentage of returns failed to reach sixty percent, it is interesting to note that responses from doctoral recipients did exceed sixty percent for every department offering a doctoral degree. The percent of responses from masters degree recipients were less than the response percentage from doctoral recipients, save Agricultural Education where more than ninety percent of the masters degree recipients returned their questionnaires. The high percentage of responses from Agricultural Education is due in no small part to Dr. Herman Brown's persuasive abilities with former students.

Data from these questionnaires were summarized and shared with those who so graciously participated in the survey. These follow-up summaries accompanied by a letter of appreciation (Appendix B) were mailed on April 24, 1978. This final mail-out concluded the data acquisition phase of this project.

## Instrumentation

One instrument containing five components was developed to collect perceptional data from the sample of graduate degree holders. The following paragraphs briefly describe each of these components.

The initial component requested background information on the graduate, regarding his current professional role, memberships in professional organizations, professional publications,

presentations, and recognitions. Component two, entitled General Program Components, consisted of thirty-two items referenced to graduate program services and expected professional skills. Each of these items was referenced to two Likert-type scales. One scale requested a rating of the necessity of service or skill in the graduate program, while the second scale sought a judgment concerning the quality of service or instruction provided at Texas A&M regarding each of the thirty-two items. Alpha coefficients of internal consistency were determined for each of the scales; i.e., necessity scale, .84 and quality scale, .89.

Component three, Employment Consideration, sought information regarding decisions for entry, continuation or termination from professional positions. Doctoral Research, component four, sought information regarding the proportion of course work-research that should be required for doctoral programs. This component also posed questions regarding program emphasis on research design, statistical derivations and statistical applications. Although the format differed for components three and four, structured items were presented requesting the graduates to check or mark their position regarding each query. The final component, Comments, posed open-response items addressing the strengths, weaknesses and needed changes of the graduate programs administered through the College of Education.

The instrument was printed on card stock with the return address and postage label appearing on an external surface.

The complete instrument is provided in Appendix C. In summary, it should be noted that the reason this instrument employed a variety of item formats was due to the project goals which required the gathering of both status and relational data.

Data Analysis

The data resulting from the survey were analyzed in a variety of ways to enable the standing committee on follow-up evaluations to attain the goals of this project. Data from components one, three and four of the instrument were compiled to yield descriptive summaries. Written comments gathered from component five of the instruments were compiled and examined through content analysis techniques.

Data resulting from the two scaled items, component two of the instrument, were organized into bivariate distributions with 5 rows and 5 columns and converted into matrix scores. This technique does not compare the scale values but produces a combined score (interaction score) for each item. Matrix scores were calculated by assigning a decision weight to each cell, multiplying each cell frequency by the corresponding decision-weight for that cell and summing the resulting values across all cells. These procedures are represented mathematically as:

$$\text{Matrix Score} = \Sigma\Sigma\, f\% \; (Rv\text{-}Cv).$$

The f% represents the cell frequency expressed as a percentage and (Rv-Cv) represents the decision-weight for the cell. The numerical values of the row and column for a cell is represented by Rv and Cv, respectively.

While the magnitude and sign of the matrix score depends on the decision-weight and the distribution of responses, computation of these values does not provide a procedure to categorize acceptable from unacceptable distributions. Since the aforementioned matrix score procedure was performed with all thirty-two items, a relative standard was created to classify the matrix scores. This standard and the categories are provided in Figure 1.

| Categories | Revise Range | Review Range | Acceptable Range<br>Optimal Score | Review Range | Revise Range |
|---|---|---|---|---|---|
| Std. dev. units | -2 | -1 | 0 | +1 | +2 |

Rating Scale for Matrix Scores
Figure 1

These procedures for calculating matrix scores and determining their ranking are discussed in greater detail elsewhere (Denton, 1978). The various summaries of data for each dual scaled item are presented in the findings and Appendix E.

## Findings

Given the nature of the goals for the follow-up committee, results of the various analyses are organized and presented with respect to the functions addressed by each of the project goals.

Table 4

Current Professional Positions of Graduate Degree Recipients Classified by Departmental Affiliation and Degree Received: Expressed as Percentages

| Position | Agricultural Education | Educational Administration | | Ed. Curriculum & Instruction | | Educational Psychology | | Health & Physical Ed. | | Interdisciplinary Education | | Industrial Education | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | M | D | M | D | M | D | M | D | M | D | M | D |
| Teacher (P.S.) | 81.5 | 25.9 | — | 65 | 11.1 | 44 | — | 33.3 | 12 5 | 31.3 | 4.8 | 51 9 | 6.3 |
| Teacher (H.E.) | — | 7.4 | 20.7 | 11.6 | 44.4 | 3.5 | 21.7 | 29.2 | 62.5 | 12.5 | 28.6 | 18.5 | 62.5 |
| Counselor (P.S.) | 3.7 | — | — | — | — | 24.6 | — | — | — | — | — | 3.7 | — |
| Counselor (H.E.) | — | — | — | — | — | — | 17.4 | — | — | — | 4.8 | — | — |
| Media Specialist | — | 3.7 | — | — | — | — | — | — | — | — | — | 3.7 | — |
| Consultant | — | — | 3.5 | 4.7 | 11.1 | 3.5 | 4.4 | 8.3 | — | 6.3 | 4.8 | — | 12.5 |
| Administrator (P.S.) | 3.7 | 33.3 | 48.3 | — | 11.1 | 1.8 | — | — | — | — | 9.5 | — | — |
| Administrator (H.E.) | — | 11.1 | 24.1 | — | 5.6 | 3 5 | 4.4 | — | 12.5 | 12.5 | 19.1 | — | 6.3 |
| Supervisor | — | — | — | 2.3 | 5.6 | 3.5 | — | — | — | — | 4.8 | 7.4 | — |
| Evaluation Specialist | — | — | — | — | 5.6 | 1.8 | 4.4 | — | — | — | — | — | — |
| Researcher | 3.7 | — | — | 4.7 | — | — | — | 4.2 | — | — | 4.8 | 3.7 | — |
| Other | 7.4 | 18.5 | 3.5 | 11.6 | 5.6 | 14.0 | 47.8 | 25 | 12.5 | 37.5 | 19.1 | 11.1 | 6.3 |

M = Masters degree recipient
D = Doctoral degree recipient
P.S. = Public School
H.E. = Higher Education

Table

Summary of Employment Considerations By Department and Degrees: Expressed as Means

| Items | Agricultural Education | Educational Administration | | Ed. Curriculum & Instruction | | Educational Psychology | | Health & Physical Ed. | | Interdisciplinary Education | | Industrial Education | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. Reasons for entering Profession: | M | M | D | M | D | M | D | M | D | M | D | M | D |
| 1. Salary level | 2.6 | 2.2 | 2.4 | 2.0 | 2.6 | 2.4 | 2.6 | 2.1 | 2.1 | 2.4 | 3.0 | 2.5 | 2.6 |
| 2. Job Security | 2.9 | 2.3 | 2.2 | 2.5 | 2.8 | 2.7 | 3.0 | 2.3 | 2.9 | 2.7 | 2.6 | 2.9 | 2.8 |
| 3. Prestige | 2.5 | 2.6 | 2.8 | 2.5 | 2.9 | 2.5 | 3.2 | 2.7 | 3.1 | 2.6 | 2.6 | 2.8 | 2.9 |
| 4. Working hours | 2.1 | 2.1 | 2.1 | 2.7 | 2.3 | 2.9 | 2.6 | 2.6 | 3.3 | 3.1 | 2.3 | 3.0 | 2.8 |
| 5. Job location | 2.9 | 2.4 | 2.4 | 2.6 | 2.6 | 2.5 | 2.3 | 2.4 | 2.4 | 2.9 | 2.5 | 3.0 | 2.3 |
| 6. Lack of teaching opportunities | 1.5 | 1.4 | 1.8 | 1.5 | 1.4 | 1.6 | 1.2 | 1.3 | 1.9 | 1.0 | 1.4 | 1.9 | 1.2 |
| 7. Contribution to society | 3.3 | 3.3 | 3.3 | 3.7 | 3.6 | 3.5 | 3.3 | 3.4 | 3.6 | 3.4 | 3.1 | 3.4 | 3.3 |
| 8. Challenge | 3.5 | 3.6 | 3.5 | 3.9 | 3.7 | 3.6 | 3.5 | 3.7 | 3.8 | 3.6 | 3.6 | 3.7 | 3.8 |
| 9. Interest | 3.7 | 3.8 | 3.8 | 3.9 | 3.8 | 3.8 | 3.9 | 3.9 | 3.9 | 3.9 | 3.7 | 3.8 | 4.0 |
| B. Reasons for continuing in profession: | | | | | | | | | | | | | |
| 1. Salary level | 2.3 | 2.3 | 2.8 | 2.5 | 2.8 | 2.6 | 2.9 | 2.6 | 2.5 | 2.3 | 3.3 | 2.7 | 2.6 |
| 2. Job security | 2.9 | 2.3 | 2.6 | 2.7 | 2.9 | 2.6 | 2.9 | 2.9 | 2.9 | 2.7 | 2.9 | 2.9 | 2.7 |
| 3. Prestige | 2.6 | 2.4 | 2.9 | 2.6 | 2.8 | 2.4 | 3.2 | 2.8 | 2.9 | 2.7 | 2.7 | 2.6 | 3.0 |
| 4. Working hours | 2.3 | 2.2 | 2.1 | 2.9 | 2.3 | 2.9 | 2.7 | 2.5 | 3.4 | 2.9 | 2.7 | 2.8 | 2.9 |
| 5. Job location | 3.2 | 2.3 | 2.7 | 2.8 | 2.7 | 2.6 | 2.6 | 2.7 | 2.8 | 3.2 | 3.0 | 2.8 | 2.3 |
| 6. Lack of teaching opportunities | 1.6 | 1.3 | 1.9 | 1.6 | 1.5 | 1.5 | 1.4 | 1.6 | 1.7 | 1.2 | 1.3 | 1.8 | 1.3 |
| 7. Contributions to society | 3.3 | 3.8 | 3.4 | 3.5 | 3.4 | 3.3 | 3.3 | 3.3 | 3.6 | 3.4 | 3.2 | 3.4 | 3.3 |
| 8. Challenge | 3.5 | 3.5 | 3.6 | 3.7 | 3.5 | 3.5 | 3.7 | 3.6 | 3.8 | 3.6 | 3.5 | 3.6 | 3.7 |
| 9. Interest | 3.8 | 3.6 | 3.8 | 3.8 | 3.7 | 3.7 | 3.9 | 3.7 | 3.9 | 3.9 | 3.7 | 3.8 | 3.9 |
| C. Reasons for leaving present position: | | | | | | | | | | | | | |
| 1. Salary level too low | 3.1 | 2.7 | 3.2 | 3.8 | 2.4 | 2.4 | 3.0 | 2.7 | 2.9 | 2.9 | 3.0 | 3.0 | 3.0 |
| 2. Disillusioned with job | 2.2 | 2.6 | 2.8 | 2.8 | 2.6 | 2.5 | 2.8 | 2.5 | 2.4 | 3.0 | 2.9 | 3.0 | 1.8 |
| 3. Low prestige | 1.9 | 1.8 | 2.2 | 2.0 | 1.8 | 1.8 | 2.4 | 1.9 | 1.9 | 1.6 | 2.2 | 2.2 | 1.9 |
| 4. Long working hours | 2.4 | 1.7 | 2.3 | 2.2 | 1.8 | 1.9 | 2.0 | 2.1 | 1.4 | 2.2 | 2.1 | 1.9 | 1.9 |
| 5. Job location | 1.9 | 1.6 | 2.2 | 2.4 | 2.5 | 2.2 | 2.2 | 2.3 | 2.4 | 2.5 | 2.8 | 2.2 | 2.1 |
| 6. Poor job facilities | 2.3 | 1.9 | 2.4 | 2.3 | 1.8 | 2.0 | 2.2 | 2.7 | 2.1 | 2.6 | 2.6 | 2.2 | 2.1 |
| 7. Other (specify) | 2.8 | 2.7 | 3.9 | 3.8 | 2.4 | 2.5 | 2.8 | 3.6 | 4.0 | 3.4 | 2.7 | 3.1 | 2.9 |

*Ledger 1 = no influence
2 = little influence
3 = some influence
4 = substantial influence

M = Masters degree recipient
D = Doctoral degree recipient

Employment and Professional Profiles of Advanced Degree Recipients

Moving quickly to the point of this section, the professional roles of the respondents are presented in Table 4. Clearly, the majority of graduate degree recipients responding to this questionnaire are engaged in professional education, that is, from 52% (EPSY-D) to 96% (EDAD-D). This employment profile is substantially different from findings drawn from the survey of provisional certificate recipients completed in 1977. In the former survey, over 44% of the baccalaureate recipients were not engaged in professional education. Apparently, individuals who have earned graduate degrees at Texas A&M University in the College of Education have established a commitment to professional education which is not so evident with recent baccalaureate recipients.

Additional information on employment considerations is presented in Table 5. This table summarizes the data obtained from component three of the survey questionnaire entitled, Employment Considerations. Rather consistent response patterns appear across the various departments regarding factors influencing decisions to enter and remain in the education profession. The factors, contributions to society, challenge, and interest were seen as the most influential considerations by all respondents regarding their professional employment decisions. Conversely, those respondents indicating reasons for resigning from their present positions tended to check "other" and "salary level too low" over disillusionment, low prestige, long working hours, location, or poor facilities. However,

Table 6

Summary of Professional Activities:

Average Number of: Organizational Memberships, Organizational Offices and Honors Bestowed on Advanced Degree Recipients

| Listing | Agricultural Education | Educational Administration | | Ed. Curr. & Instruction | | Educational Psychology | | Health & Physical Ed. | | Interdisciplinary Education | | Industrial Education | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | M | D | M | D | M | D | M | D | M | D | M | D |
| Average # of Memberships | 2.60 | 1.93 | 4.60 | 2.40 | 4.40 | 2.40 | 3.30 | 2.70 | 3.75 | 2.80 | 3.70 | 3.20 | 4.25 |
| Average # of offices | .85 | .11 | 1.04 | .40 | 1.20 | .50 | 1.10 | .67 | 1.25 | 1.20 | 1.30 | .81 | 1.30 |
| Average # of honors | .35 | .15 | .21 | .23 | .17 | .12 | .70 | .63 | .63 | .27 | .43 | .29 | .44 |

M = masters degree recipient
D = doctoral degree recipient

Table 7

Summary of Professional Productivity:

Publications and Presentations by Advanced Degree Recipients (May 1975-May 1977)

| Criteria | Agricultural Education | Educational Administration | | Ed. Curr. & Instruction | | Educational Psychology | | Health & Physical | | Interdisciplinary Education | | Industrial Education | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | M | D | M | D | M | D | M | D | M | D | M | D |
| Total # of publications | 1 | 8 | 43 | 11 | 30 | 14 | 52 | 22 | 49 | 4 | 71 | 9 | 31 |
| Average # of publications per Graduate | .04 | .30 | 1.48 | .26 | 1.70 | .25 | 2.30 | .92 | 6.13 | .27 | 3.40 | .35 | 1.90 |
| Total # of presentations | 1 | 8 | 149 | 26 | 48 | 25 | 36 | 7 | 17 | 6 | 137 | 15 | 13 |
| Average # of presentations per Graduate | .04 | .30 | 5.14 | .61 | 2.70 | .44 | 1.60 | .29 | 2.13 | .40 | 6.50 | .58 | .31 |

M = masters degree recipient
D = doctoral degree recipient

stable response patterns across departments are not so evident with this latter employment issue.

Other data requested of respondents were the number of memberships in professional associations, leadership roles in those organizations, and honors bestowed by various groups. Moreover, information was sought on the number of publications achieved and presentations conducted since completing the graduate degree. These data are summarized in Tables 6 and 7. As expected, doctoral recipients across all departments are more active, given these criteria, than their counterparts with earned masters degrees. While the professional activities and productivity are promising for these respondents, the reader is reminded that respondents to this survey have only recently completed their degrees, that is, within the past 2 1/2 years. Thus the average number of publications and presentations are relative values indicating the emphasis these individuals, and to some degree their respective departments, are placing on these measures of professional productivity. The reader is encouraged to refer to Appendix D to examine the nature of the publications and presentations completed by these individuals.

In summary graduate degree recipients from the College of Education, at least those who responded to this survey, are dedicated professionals who have elected a profession in education because of the challenge, interest and potential for making a significant contribution to society. Moreover, these individuals are active professionally, joining and participating

in numerous professional organizations; and contributing to the professional literature through publications and presentations.

## Perceptions of Advanced Degree Recipients Regarding the Effectiveness of Graduate Curricula

Observations in this section of the report have resulted from the analyses of data drawn from two scaled items regarding program services and professional skills, responses to the doctoral research component of the instrument, and comments regarding strengths, weaknesses and needed changes. First, results of the analyses of data from the two scaled items will be presented and compared with the content analysis of the written comments. Finally reference will be made to needs assessment data regarding doctoral research and how these data integrate with the comments directed to needed changes in the graduate curricula.

## Analysis of Two Scale Items

The various distributions of responses to the dual scaled instrument are provided in Appendix E (Tables 10 through 22). Tabular summaries for each degree by department are presented there. While these data are potentially interesting, the sheer magnitude of data necessitates some form of combination between scales to facilitate interpretation. Scale combinations were accomplished by initially developing two dimensional matrices, and then completed by calculating a matrix score for

each item. This procedure, discussed previously (see: Data Analysis), resulted in matrix scores ranging in magnitude from -200 to 400. Standards for categorizing the 416 matrix scores (Table 8) were developed on the basis of the number of standard deviation units from the optimum score of zero. The standards and respective score ranges for categorizing the scores are: acceptable range (-44 to +44); review range (-/+ 45 to -/+ 88); and revise range (beyond -/+ 88).

Because of the method of computation, i.e., the weighing system (N-E), both positive and negative matrix scores result. Negative scores occur when the necessity of the skill/service is perceived to be of greater importance than the effectiveness of the program to offer the service or provide quality instruction for the skill. Conversely, positive matrix scores result when the effectiveness of the program to offer the skill or service is perceived to greater than the necessity for that particular skill or service. Reviewing Table 8, it can be noted that both positive and negative scores occurred in the review and revise categories across departments and degrees.

A number of parenthetical scores appear in Table 8. These scores occurred when more than half of the respondents for a particular degree failed to mark an item. This response option was viable since one of the categories for these items was N/A (Not Applicable). When a low response ratio occurred, the score was recorded but not classified into one of the categories (accept, review, revise).

Table 8

Matrix Scores for Program Services and Professional Skills by Department and Degree

| Service/Skill | Agricultural Education | Educational Administration | | Ed. Curr. & Instruction | | Educational Psychology | | Health & Physical | | Inter-disciplinary Education | | Industrial Education | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | M | D | M | D | M | D | M | D | M | D | M | D |
| Program advisement with degree planning | -19 | -59* | -90** | -100** | -65* | -75* | 13 | -108** | -63* | -20 | -90** | -79* | -60* |
| Program advisement with advisory committee counsel | -15 | 56* | -11 | -69* | -41 | -48* | 9 | -57* | -43 | -29 | -43 | -71* | -85* |
| Final examination: masters thesis and oral | +14 | (+25) | (75) | (100) | (100) | (107) | (50) | 03 | 0 | (400) | (0) | (11) | (100) |
| Final examination: masters oral exam | +21 | +17 | (80) | 15 | (250) | 28 | (0) | -15 | 0 | -13 | (0) | 26 | (75) |
| Final examination: doctoral prelims | (+75) | (100) | 17 | (33) | 2[illegible] | (120) | -13 | (-67) | -25 | (0) | -22 | (200) | -31 |
| Final examination: dissertation defense | (+125) | (100) | 13 | (71) | 18 | (100) | 35 | (100) | -29 | (0) | -16 | (167) | -21 |
| Helpfulness of principal advisor | +7 | -48* | -21 | -63* | -17 | -40 | -17 | -13 | -50* | 6 | -24 | -44 | -75* |
| Helpfulness of departmental faculty | -11 | -62* | -79* | -63* | -33 | -50* | -13 | -77* | -38 | -6 | -52* | -48* | -50* |
| Library holdings | +40 | -77* | -67* | -80* | -94** | -102** | -126** | -136** | -50* | -75* | -105** | -92** | -44 |
| Job placement | -52* | -133** | -121** | -91** | -60* | -89** | -125** | -75* | -100** | -108** | -94** | -113** | -121** |
| Financial support | -48* | -67* | -100** | -32 | -44 | -65* | -50* | -67* | 0 | -42 | -63* | -42 | -27 |
| Support for participating in professional conf. | -21 | -48* | -93** | -44 | -143** | -54* | -109** | -50* | 17 | -38 | -63 | -67* | -100** |
| Computer services | (+140) | (183) | -48* | 16 | -33 | (-75) | -18 | -38 | -33 | (0) | -19 | (-10) | 8 |
| Research laboratories | (+67) | (180) | (-70) | -53* | 25 | (-6) | -72* | -130** | -100** | (-200) | (0) | (-11) | 75* |
| Research equipment | (+67) | (275) | (-38) | -18 | (-14) | (-23) | -83* | -92** | -64* | (-100) | (-67) | (-6) | 88* |
| Access to original sources of data | +29 | (33) | -79* | -21 | -46* | -67* | -88* | -107** | -63* | (-100) | (-106) | -23 | 30 |
| Problem solving | (-41) | -62* | -115** | -115** | -76* | -107** | -59* | -118** | -157** | -93** | -111** | -58* | -71* |
| Teaching | -38 | -94** | -108** | -90** | -38 | -71* | -32 | -136** | -63* | -80* | -80* | -77* | -64* |
| Program evaluation | -42 | -109** | -104** | -100** | -44 | -110** | -68* | -100** | -64* | -87* | -94** | -55* | -21 |
| Professional writing | -33 | -75* | -112** | -109** | -35 | -55* | -67* | -65* | 50* | -73* | -111** | -74* | -54* |
| Administration | -38 | -64* | -85* | -122** | 6 | -78* | -111** | -39* | -86* | -93** | -50* | -73* | -82* |
| Supervision | -16 | -73* | -92** | -123** | -6 | -82* | -50* | -68* | 14 | -54* | -113** | -63* | -50* |
| Research: experimental design | (133) | (14) | -60* | -44 | -41 | 5 | 0 | -27 | 0 | (-40) | -53* | (27) | -8 |
| Research: literature searches | (73) | -36 | -108** | 0 | -76* | -67* | -38 | -43 | -14 | (-60) | -55* | -6 | -42 |
| Research: statistical applications | (10) | (44) | -73* | 0 | -44 | -43 | -26 | -6 | -86* | (57) | -94** | 82* | -23 |
| Research: sampling | (62) | (60) | -81* | -22 | -50* | -26 | -48* | -56* | -14 | -25 | -58* | 91** | -62* |
| Research: data presentation | (25) | (-11) | -104** | -50* | -69* | -55* | -43 | -25 | -75* | -89** | -78* | 27 | -42 |
| Research: documentation of findings | (33) | (12) | -96** | 0 | -40 | -29 | -35 | -47* | -25 | -78* | -68* | 0 | -62* |
| Human relations with students and clients | -60* | -85* | -123** | -85* | -78* | -87* | -46* | -96** | -75* | -60* | -119** | -75* | -53* |
| Human relations with colleagues | -52* | -54* | -122** | -105** | -39 | -94** | -63* | -92** | 38 | -33 | -120** | -68* | -60* |
| Professional speaking | -68* | -92** | -154** | -140** | -117** | -71* | -100** | -108** | -63* | -92** | -167** | -96** | -93** |
| Scholarship | -29 | -62* | -111** | -72* | -39 | -48* | -46* | -50* | -38 | -79* | -76* | -48* | -53* |

M = masters degree
D = doctoral degree
( ) low number of responses
* denotes scores occurring in review category
** denotes scores occurring in revise category

The number of scores in the review category ranged from 5 to 16 when sorted by department and degree, while the range of scores in the revise category was 1 to 11. Delineation of the particular program services and skills denoted by these matrix scores are addressed in the following paragraphs.

Agricultural Education (AgEd)

By in large, former students in AgEd perceived their graduate studies to be effective. In fact, the program registering the fewest number of components in need of review and revision in this analysis was the masters degree program in Agricultural Education. Although modest dissatisfaction with the program was the case, some five components were classified in need of review.

Those program components classified in need of review are:

| Program Service regarding: | Classification |
|---|---|
| Job placement | review |
| Financial support | review |
| **Professional Skills regarding:** | |
| Human relation with students and clients | review |
| Human relations with colleagues | review |
| Professional speaking | review |

In each of these components the matrix score was negative. These negative matrix scores suggest a potential limitation with the quality of service or instruction provided for the program elements so designated. The responses from former graduates

gleaned from the comments section of the questionnaire were in general very laudatory regarding the masters program in Agricultural Education. These comments did not specifically reiterate any of the five program components identified above; however, mention was made regarding the need for greater emphasis in public relations work. This observation appears to be related to a number of the program components, i.e., human relations, professional speaking, which potentially need to be reviewed by the graduate faculty. The written comments from the respondents are recorded and organized in Appendix D of this report for the reader's reference.

Educational Administration (EdAd)

Masters Degree: Some 59 advanced degree holders from EdAd responded to the survey with 30 of these being masters degree recipients. These former students perceived some 18 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Program advisement with advisory committee council | review |
| Helpfulness of principal advisor | review |
| Helpfulness of departmental faculty | review |
| Library holdings | review |
| Job placement | revise |
| Financial support | review |
| Support for participating in professional conferences | review |

| Professional Skills regarding: | Classification |
|---|---|
| Problem solving | review |
| Teaching | revise |
| Program evaluation | revise |
| Professional writing | review |
| Administration | review |
| Supervision | review |
| Human relations with students and clients | review |
| Human relations with colleagues | review |
| Professional speaking | review |
| Scholarship | review |

Doctoral Degree: Analyses of data from doctoral recipients in EdAd revealed some 24 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | revise |
| Helpfulness of department faculty | review |
| Library holdings | review |
| Job placement | revise |
| Financial support | revise |
| Support for participating in professional conferences | revise |
| Computer services | review |
| Access to original sources of data | review |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | revise |
| Program Evaluation | revise |
| Professional writing | revise |
| Administration | review |

| | |
|---|---|
| Supervision | revise |
| Research: experimental design | review |
| Research: literature searches | revise |
| Research: Statistical applications | review |
| Research: sampling | review |
| Research: data presentation | revise |
| Research: documentation of findings | revise |
| Human relations with students and clients | revise |
| Human relations with colleagues | revise |
| Professional speaking | revise |
| Scholarship | revise |

In all of the above components, the corresponding matrix scores were negative, suggesting potential limitations of the quality of service or instruction regarding particular skills in the masters and doctoral programs.

Responses to the open-ended questions of the questionnaire tend to document the areas of concern identified above for both masters and doctoral degree programs. On a positive note, a number of graduates indicated their programs provided flexibility and many expressed gratitude that their programs were sources of much personal growth. However, in response to the "needed changes" question, the oft-cited areas for changes in EdAd graduate coursework were: the need for greater emphasis on quality teaching (this concern was listed eight times) and the need for application experiences of administrative theory. The application concern was mentioned some five times by doctoral recipients. Other commendations and recommendations are provided in Appendix D for the reader's careful review where a composite of the comments is provided.

Educational Curriculum and Instruction (EdCI)

Masters Degree: Nearly 53% (63/119) of the advanced degree recipients in EdCI who were surveyed, responded. Of these 63 respondents, some 43 were masters degree recipients. Similar to the masters level respondents from Educational Administration these former students perceived some 18 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | revise |
| Program advisement with advisory committee counsel | review |
| Helpfulness of principal advisor | review |
| Helpfulness of departmental faculty | review |
| Library holdings | review |
| Job placement | revise |
| Research laboratories | review |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | revise |
| Program evaluation | revise |
| Professional writing | revise |
| Administration | revise |
| Supervision | revise |
| Research: data presentation | review |
| Human relations with students and clients | review |
| Human relations with colleagues | revise |
| Professional speaking | revise |
| Scholarship | review |

In each of these 18 program components a negative matrix score occurred, suggesting a perceived deficiency in the quality of service or instruction provided by EdCI.

Doctoral Degree: The corresponding matrix analysis from the doctoral recipients in EdCI yielded some 11 program components in need of review or revision. These are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Library holdings | revise |
| Job placement | review |
| Support for participating in professional conferences | revise |
| Access to original sources of data | review |
| **Professional Skills regarding:** | |
| Problem solving | review |
| Research: literature searches | review |
| Research: sampling | review |
| Research: data presentation | review |
| Human relations with students and clients | review |
| Professional speaking | revise |

As with the aforementioned matrix scores of the EdCI masters program, the corresponding scores of these components were negative in sign, again suggesting the need to examine the quality of services and instruction provided which relates to these components.

Comments from former graduates at the masters level tend to be addressed to course work either positively as with the numerous endorsements for microteaching, reading course work,

and curriculum development or for additional course work, e.g., statistics, content field methods courses, required reading course for all students. In addition, a number of masters degree respondents stressed the need for greater emphasis on application types of experiences. The doctoral respondents lauded individuals and the department in general for good teaching. Conversely, a number of individuals suggested more course work in applied statistics, computer course work, research design as possibilities that should be considered. One additional skill, "how to publish" was mentioned more than once by the doctoral recipients. These and other comments are provided in Appendix D for the reader's review.

Educational Psychology (EPSY)

Masters Degree: Over 52 percent (82/157) of the advance degree recipients in EPSY who were surveyed, returned a questionnaire. Fifty-eight of these individuals who returned completed survey instruments were masters degree recipients. These individuals perceived some 20 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Program advisement with advisory committee counsel | review |
| Helpfulness of departmental faculty | review |
| Library holdings | revise |
| Job placement | revise |
| Financial support | review |

| | |
|---|---|
| Support for participating in professional conferences | review |
| Access to original sources of data | review |

Professional Skills regarding:

| | |
|---|---|
| Problem solving | revise |
| Teaching | review |
| Program evaluation | revise |
| Professional writing | review |
| Administration | review |
| Supervision | review |
| Research: literature searches | review |
| Research: data presentation | review |
| Human relations with students and clients | review |
| Human relations with colleagues | revise |
| Professional speaking | review |
| Scholarship | review |

Doctoral Degree: Analyses of the data from EPSY doctoral respondees yielded 17 program components perceived to be somewhat dysfunctional. These components are:

| Program Service regarding: | Classification |
|---|---|
| Library holdings | revise |
| Job placement | revise |
| Financial support | review |
| Support for participating in professional conferences | revise |
| Research laboratories | review |
| Research equipment | review |
| Access to original sources of data | review |

Professional Skills regarding:

| | |
|---|---|
| Problem solving | review |
| Program evaluation | review |
| Professional writing | review |

| | |
|---|---|
| Administration | revise |
| Supervision | review |
| Research: sampling | review |
| Human relations with students and clients | review |
| Human relations with colleagues | review |
| Professional speaking | revise |
| Scholarship | review |

As with the other departments, these deficient components in both the masters and doctoral programs in EPSY were perceived to be in need of greater quality control in the services offered or instruction provided.

In general, responses from recent graduates to the open-ended items on the questionnaire support the preceding list of program components in need of review. Both masters and doctoral recipients remarked that additional practicums should be included in the EPSY programs; and that library services are substandard. In addition, a number of masters level respondents voiced displeasure with the counsel they received in degree planning and the value of the final examinations. Conversely, a number of remarks commended individuals and the department for fine teaching especially in the areas of counseling, statistical applications and research design. In general the only recurring concern at the doctoral level centered on the need for more emphasis in the psychological foundations. A complete listing of the responses is provided in Appendix D.

Health and Physical Education (HPE)

Masters Degree: Over 60 percent (32/53) of the graduate degree recipients from HPE who were surveyed, responded by remitting a completed questionnaire. Twenty-four of these respondees were masters degree recipients. These individuals suggested some 22 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | revise |
| Program advisement with advisory committee counsel | review |
| Helpfulness of departmental faculty | review |
| Library holdings | revise |
| Job placement | review |
| Financial support | review |
| Support for particpating in professional conferences | review |
| Research laboratories | revise |
| Research equipment | revise |
| Access to original sources of data | revise |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | revise |
| Program evaluation | revise |
| Professional writing | review |
| Administration | revise |
| Supervision | review |
| Research: sampling | review |
| Research: documentation of findings | review |
| Human relations with students and clients | revise |
| Human relations with colleagues | revise |

| | |
|---|---|
| Professional speaking | revise |
| Scholarship | review |

Doctoral Degree: The corresponding analysis of data from doctoral recipients yielded some 16 program components either in need of review or revision.

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Helpfulness of principal advisor | review |
| Library holdings | review |
| Job placement | revise |
| Research laboratories | revise |
| Research equipment | review |
| Access to original sources of data | review |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | review |
| Program evaluation | review |
| Professional writing | review |
| Administration | review |
| Research: statistical applications | review |
| Research: data presentations | review |
| Human relations with students and clients | review |
| Professional speaking | review |

Noting the negative sign of matrix scores for these components, the potential deficiencies in the graduate programs in HPE were perceived to be wanting in terms of quality of service or instruction provided rather than the appropriateness of program components.

The comments from former students offered to the open-ended items on the questionnaire tend to support the results of the matrix analyses provided above. A number of concerns are mentioned, but with the exception of poor advisement, which was mentioned twice, numerous concerns were listed by only one respondent. Conversely, the strengths of the program centered on the quality of the professors and the research competence many respondents felt they had achieved from their programs. The reader is directed to Appendix D for a complete list of the comments organized by degree and department.

Interdisciplinary Education (IDED)

Masters Degree: Thirty-seven advanced degree holders from IDED responded to the survey with 15 of these being masters degree recipients. These former students perceived some 13 program components in need of review or revision. Included are:

| Program Service regarding: | Classification |
|---|---|
| Library holdings | review |
| Job placement | revise |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | review |
| Program evaluation | review |
| Professional writing | review |
| Administration | revise |
| Supervision | review |
| Research: data presentation | revise |
| Research: documentation of findings | review |

| | |
|---|---|
| Human relations with students and clients | review |
| Professional speaking | revise |
| Scholarship | review |

Doctoral Degree: Analysis of data from doctoral recipients in IDED revealed some 22 program components in need of review or revision. These components are:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | revise |
| Helpfulness of departmental faculty | review |
| Library holdings | revise |
| Job placement | revise |
| Financial support | review |
| Support for participating in professional conferences | review |
| **Professional Skills regarding:** | |
| Problem solving | revise |
| Teaching | review |
| Program evaluation | revise |
| Professional writing | revise |
| Administration | review |
| Supervision | revise |
| Research: experimental design | review |
| Research: statistical applications | revise |
| Research: sampling | review |
| Research: data presentation | review |
| Research: documentation of findings | review |
| Human relations with students and clients | revise |
| Human relations with colleagues | revise |
| Professional speaking | revise |
| Scholarship | review |

In each of the program components for both degrees, a negative matrix score occurred, suggesting a perceived deficiency in the quality of service or instruction provided by IDED for the program component under consideration.

Responses to items from former students on the open ended items of the questionnaire support a number of concerns identified by the matrix analysis procedure. In addition, graduates of these programs are concerned about the quality of teaching, the redundancy of course work, and the need to learn how to publish. Conversely, a program component that was praised, yet encouraged to be expanded was the research component. These and additional comments are offered for the reader's careful review in Appendix D.

Industrial Education (IED)

Masters Degree: Forty-four advanced degree recipients of a possible 75 responded to this survey. Over half of these individuals (28) responded to the survey with respect to the masters degree program which they had recently completed. These individuals identified the following 18 program components in need of review or revision:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Program advisement with advisory committee counsel | review |
| Helpfulness of departmental faculty | review |
| Library holdings | revise |
| Job placement | revise |

| | |
|---|---|
| Support for participating in professional conferences | review |

Professional Skills regarding:

| | |
|---|---|
| Problem solving | review |
| Teaching | review |
| Program evaluation | review |
| Professional writing | review |
| Administration | review |
| Supervision | review |
| Research: statistical applications | review |
| Research: sampling | revise |
| Human relations with students and clients | review |
| Human relations with colleagues | review |
| Professional speaking | revise |
| Scholarship | review |

Doctoral Degree: Analysis of data from 16 doctoral degree recipients were conducted to yield the following list of 19 program components potentially in need of repair:

| Program Service regarding: | Classification |
|---|---|
| Program advisement with degree planning | review |
| Program advisement with advisory committee counsel | review |
| Helpfulness of principal advisor | review |
| Helpfulness of departmental faculty | review |
| Job placement | revise |
| Support for participating in professional conferences | revise |
| Research laboratories | review |
| Research equipment | review |

Program Skills regarding:

| | |
|---|---|
| Problem solving | review |
| Teaching | review |

| | |
|---|---|
| Professional writing | review |
| Administration | review |
| Supervision | review |
| Research: sampling | review |
| Research: documentation of findings | review |
| Human relations with students and clients | review |
| Human relations with colleagues | review |
| Professional speaking | revise |
| Scholarship | review |

In the masters degree program, former students perceived the emphasis on two research techniques, namely, statistical applications and sampling to be too great; while their doctoral counterparts perceived too much emphasis being placed on research laboratories and equipment. Given these exceptions however, a negative matrix score generally occurred suggesting a deficiency in the quality of service or instruction for the various program components.

The responses of former students to the open-ended items on the questionnaire reiterated a number of concerns noted in the preceding lists. Conversely, graduates of the graduate programs in IED noted the excellence of the faculty in general, and some faculty members in particular. Moreover, a number of graduates indicated they felt the flexibility of the programs was one of its greatest assets. For a complete listing of comments, the reader is encouraged to turn to Appendix D.

Doctoral Research-Component IV

One component of the survey instrument requested doctoral recipients to evaluate the proportion of course work to research and related issues that should be required for the doctorate. The data summarized in Table 9 generally support the status quo with respect to the balance between research and course work. In fact, a large majority of former students from all departments have indicated the ratio of research hours to course work hours as currently practiced is satisfactory.

As noted in Table 9, questions posed regarding research competencies, i.e., design and statistics, were answered differently, depending on the departmental affiliation. Respondees from EDCI provided the most pronounced agreement for more emphasis on research design. On the question regarding statistical application vs. statistical derivation, a strong consensus across departments is evident for greater emphasis on statistical applications.

In summary, some components in each graduate degree program offered by the College of Education appear to be in need of review by the respective graduate faculties. Program services across several programs which have been identified as wanting include: program advisement, library holdings, job placement, helpfulness of departmental faculty, support for participating in professional conferences. Similarly, the quality of instruction associated with the following professional skills is perceived to be low or nonexistent across several departments.

Table 9

Summary of Survey Responses to Component IV (Doctoral Research) Expressed in Percentages

| | Educational Administration | Ed. Curriculum and Instruction | Educational Psychology | Health and Physical Ed. | Interdisciplinary Education | Industrial Education |
|---|---|---|---|---|---|---|
| A. The present research requirement (691) in doctoral programs is 11%-23% of the total program for the doctorate. (10 to 15 hours of 691 out of 64 to 84 hours). | | | | | | |
| A doctoral program should: | | | | | | |
| have more research hours (691) and less coursework hours than presently. | 4 | 11 | 13 | 0 | 6 | 12 |
| remain about the same with respect to 691 hours (research) and coursework hours. | 84 | 83 | 78 | 100 | 88 | 69 |
| have more coursework hours and less research hours (691). | 12 | 6 | 9 | 0 | 6 | 19 |
| B. The Doctor of Philosophy Degree requires candidates to demonstrate their ability to conduct independent research. | | | | | | |
| 1. In order to accomplish this goal, doctoral programs at TAMU should: | | | | | | |
| devote more time to research design. | 52 | 78 | 55 | 29 | 55 | 42 |
| devote less time to research design. | 0 | 0 | 4 | 0 | 6 | 8 |
| remain unchanged, with regard to research design. | 48 | 22 | 41 | 71 | 39 | 50 |
| 2. In addition, statistical coursework should: | | | | | | |
| place a greater emphasis on derivations and less emphasis on applications. | 4 | 6 | 0 | 0 | 0 | 7 |
| place greater emphasis on applications and less emphasis on derivations. | 52 | 72 | 61 | 100 | 83 | 79 |
| remain unchanged, with respect to emphasis on derivations and applications. | 44 | 22 | 39 | 0 | 17 | 14 |

These skills include: problem solving, program evaluation, teaching, administration, supervision, professional writing, human relations, professional speaking and scholarship.

While these findings have likely been known for some time by various departmental faculties with respect to their individual programs, they do perhaps reveal the pervasiveness of certain "program problems" within the college. These findings are presented to the Dean, the Policy Committee, and the Committee on Graduate Instruction with the hope that additional review and discussion will result regarding the quality of curricula provided for the various graduate programs within the College of Education.

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# Appendix A

# Table 1

GRADUATE DEGREES: May, 1969 - May, 1977

COLLEGE OF EDUCATION

TEXAS A&M UNIVERSITY

| Department | E.Psy. | | | | Ed.C.I. | | | | Ed.Ad. | | | | Ag.Ed. | | | | H.& P.E. | | | | I.Ed. | | | | Id.Ed. | | | | Education | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | | Doctoral | | Masters | |
| Commencement Date/s | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| May 24, 1969 | | | | | | | | | | | | | | | 3 | | | | 1 | 1 | 6 | | 2 | | | | | | 6 | 2 | 16 | 11 |
| August 22, 1969 | | | | | | | | | | | | | | | 3 | 1 | | | 5 | 2 | 10 | | 4 | | | | | | 10 | | 29 | 21 |
| January 17, 1970 | | | | | | | | | | | | | | | 5 | 1 | | | | | 5 | | | | | | | | 4 | | 7 | 3 |
| May 23, 1970 | | | | 5 | | | 7 | 11 | | | | | | | 5 | | | | | | 5 | | 4 | | | | | | 8 | | | |
| August 18, 1970 | | | 2 | 9 | | | 23 | 23 | | | 8 | 1 | | | 12 | | | | 7 | 1 | 6 | | 1 | 1 | | | | | 2 | | | |
| December 12, 1970 | | | 2 | 2 | | | 10 | 7 | | | | 1 | | | 5 | | | | 2 | | | | | | | | | | 2 | | | |
| May 7-8, 1971 | | | 1 | 1 | | | 14 | 10 | | | 2 | 1 | | | 5 | | 1 | | 3 | | 2 | | 1 | | | | | | 2 | 1 | | |
| August 20, 1971 | | | 3 | 7 | | | 29 | 22 | | | 12 | | | | 14 | | 5 | | | | 9 | | 4 | | | | | | 9 | 2 | | |
| December 11, 1971 | | | 2 | 4 | | | 1 | 3 | | | 3 | 1 | | | 3 | | | | | | 2 | | 2 | | | | | | 7 | 1 | | |
| May 5-6, 1972 | | 1 | 2 | 5 | 5 | 4 | 5 | 10 | 1 | | 3 | | | | 5 | | 2 | | 1 | | | | 4 | 2 | | | | | | | | |
| August 18, 1972 | 2 | | 3 | 3 | 7 | 1 | 10 | 26 | 7 | | 6 | | | | 20 | | 5 | | | 1 | 3 | | 9 | | | | | | | | | |
| December 9, 1972 | | | 1 | 2 | 2 | | 1 | 3 | 3 | | 3 | | | | 5 | | 1 | | | | 6 | | | | 1 | | | | | | | |
| May 4-5, 1973 | 2 | 2 | 3 | 6 | 1 | 1 | 5 | 8 | 3 | 1 | 4 | | | | 8 | | 1 | | 4 | | 2 | | 3 | 2 | | | | | | | | |
| August 17, 1973 | 3 | 2 | 2 | 3 | 2 | 2 | 12 | 29 | 2 | | 3 | 2 | | | 12 | | 4 | | 3 | 1 | 3 | | 7 | 2 | 5 | | 1 | | | | | |
| December 15, 1973 | | 1 | 4 | 5 | 5 | 1 | | 3 | 6 | | 2 | 1 | | | 3 | 1 | | | | | 1 | | 4 | | 3 | | 1 | | | | | |
| May 11, 1974 | 4 | | 5 | 7 | 3 | 1 | 3 | 7 | 4 | | 3 | 2 | | | 4 | 1 | | | | | 2 | | 2 | | 3 | | | 2 | | | | |
| August 16, 1974 | 3 | 2 | 4 | 12 | 2 | 1 | 14 | 20 | 5 | | 16 | 2 | | | 9 | | 2 | 2 | 4 | 2 | 9 | | 10 | 1 | 2 | 2 | 1 | 1 | | | | |
| December 14, 1974 | 2 | 2 | 2 | 4 | 1 | 1 | 2 | 6 | 3 | | 2 | 1 | | | 4 | | 1 | | 1 | 1 | 3 | | 2 | | 3 | | | 3 | | | | |
| May 9-10, 1975 | 2 | 1 | 2 | 12 | 4 | | 2 | 9 | 3 | | 1 | 1 | | | 6 | | 2 | 1 | | 1 | 1 | | 6 | | 2 | | | | | | | |
| August 15, 1975 | 2 | 5 | 4 | 21 | 1 | 4 | 8 | 23 | 5 | 1 | 12 | 3 | | | 15 | 2 | 1 | | 4 | 3 | 3 | | 6 | 2 | 5 | 2 | 1 | 3 | | | | |
| December 13, 1975 | | | 2 | 4 | 1 | | | 4 | 5 | | 2 | | | | 3 | 2 | | | 1 | 2 | 3 | | 2 | 1 | 6 | | | | | | | |
| May 7, 1976 | | 2 | 2 | 5 | 4 | | 1 | 7 | | | | | | | 7 | | 3 | | 5 | 1 | | | 4 | 4 | 1 | 1 | 2 | | | | | |
| August 13, 1976 | 1 | 2 | 3 | 13 | 4 | 2 | 4 | 24 | 3 | | 12 | 2 | | | 26 | 3 | 3 | | 8 | 6 | 3 | | 15 | | 3 | 1 | 2 | | | | | |
| December 11, 1976 | 2 | | 3 | 9 | 2 | 1 | | | 4 | 2 | 4 | 1 | | | | 1 | 1 | | 1 | 2 | | | 3 | 2 | 3 | | 1 | | | | | |
| May , 1977 | | | 5 | 10 | 4 | 1 | 3 | 3 | 4 | 1 | 5 | 2 | | | 4 | 1 | 1 | | | 1 | 2 | | 1 | 1 | 1 | | | | | | | |

Table 2

GRADUATE DEGREES AWARDED FROM
COLLEGE OF EDUCATION
FROM MAY 1969 - THROUGH MAY 1977
Dept. Total

| DEPARTMENT | DOCTORAL M | DOCTORAL F | MASTERS M | MASTERS F | SUBTOTAL DOCTORAL | SUBTOTAL MASTERS | TOTAL |
|---|---|---|---|---|---|---|---|
| Education | 50 | 6 | 52 | 35 | 56 | 87 | 143 |
| EPSY | 29 | 20 | 57 | 149 | 49 | 206 | 255 |
| EDCI | 48 | 20 | 157 | 261 | 68 | 418 | 486 |
| EDAD | 58 | 5 | 103 | 21 | 63 | 124 | 187 |
| AgED | -- | -- | 186 | 13 | -- | 199 | 199 |
| HPE | 33 | 3 | 50 | 25 | 36 | 75 | 111 |
| IED | 86 | 0 | 96 | 18 | 86 | 114 | 200 |
| IDED | 38 | 6 | 10 | 9 | 44 | 19 | 63 |
| GRAND TOTAL | | | | | 402 | 1242 | 1644 |

# Appendix B

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TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

*Office of*
THE DEAN
(713) 845-5311

January 19, 1978

Graduate Degree Recipients from
College of Education
May 1975 through May 1977

Dear Former Student:

The College of Education at Texas A&M University is conducting an assessment of the various graduate programs offered by the College. One of the most important components of this evaluation is the survey of opinions of recent graduates, like yourself, concerning the quality of the program experienced. Your ratings and responses will significantly strengthen this endeavor and will have far-reaching effects on the graduate programs in education.

Please assist the College with this self-evaluation by completing the enclosed questionnaire and remitting it to us. Thank you for your consideration and cooperation.

Very truly yours,

Frank W. R. Hubert

Frank W. R. Hubert
Dean

Enclosure

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

45

*Office of*
THE DEAN
(713) 845-5311

February 27, 1978

Graduate Degree Recipients from the
College of Education
May 1975 through May 1977

Dear Former Student:

Approximately one month ago the College of Education initiated a follow-up survey of graduate recipients who received their degrees during the past two years. This effort was undertaken to provide information to assess the existing graduate programs offered throughout the College.

While the response percentage is encouraging, i. e., over 33%, the returned questionnaires do not presently include a response from you. Although we attempted to mail you a copy of the questionnaire, it is quite possible that you never received it. Since we feel your perceptions about the graduate programs at Texas A&M are very important to this evaluation, we have taken the liberty to send you another questionnaire.

Please assist the College with this self-evaluation by completing the enclosed questionnaire and remitting it to us. Thank you for your consideration and cooperation.

Very truly yours,

Frank W. R. Hubert

Frank W. R. Hubert
Dean

Enclosures

46

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

*Office of*
THE DEAN
(713) 845-5311

April 24, 1978

Graduate Degree Recipients from
College of Education
May 1975 through May 1977

Dear Former Student:

Recently you assisted the College of Education, Texas A&M University with an evaluation of the graduate programs offered by this institution. Allow me to thank you for your attention and service to this evaluation. We regard highly the information that you and your colleagues have provided, and feel these data will play significant roles in assessing the various program components of our various graduate curricula.

Enclosed is a summary of responses expressed in percentage values which we received from former students who responded to the survey. A cursory examination of these results suggests areas of strength as well as areas of concern.

Again, we thank you very much for this service you have provided, and we hope that you are enjoying a good year in '78.

Very truly yours,

Frank W. R. Hubert
Dean

Enclosure

## GENERAL TEACHING SKILLS

The following data presentation represents a total compilation of all responses expressed as percentages. It may be of interest to you that approximately 78 percent of all individuals responding to this survey are engaged in professional endeavors related to their graduate preparation.

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service during my preparation was: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | Values presented under the N/A designation represents those individuals who either left the item blank or checked the N/A designation. | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | |
| 63 | 35 | 0 | 2 | 0 | ___ | 1. Program advisement with: degree planning | 34 | 35 | 23 | 5 | 3 |
| 39 | 45 | 9 | 6 | 1 | ___ | advisory committee counsel | 27 | 31 | 31 | 7 | 4 |
| | | | | | | 2. Final examination: | | | | | |
| 6 | 11 | 2 | 2 | 2 | 77% | masters thesis and oral | 6 | 7 | 8 | 1 | 1 |
| 11 | 28 | 6 | 8 | 2 | 45% | masters oral exam | 14 | 17 | 20 | 3 | 1 |
| 13 | 18 | 2 | 1 | 1 | 65% | doctoral prelims | 12 | 14 | 9 | 0 | 0 |
| 18 | 15 | 2 | 2 | 0 | 63% | dissertation defense | 17 | 13 | 7 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | |
| 76 | 24 | 0 | 0 | 0 | ___ | principal advisor | 64 | 20 | 11 | 3 | 2 |
| 52 | 42 | 3 | 3 | 0 | ___ | department faculty | 35 | 39 | 21 | 3 | 2 |
| 63 | 25 | 11 | 1 | 0 | ___ | 4. Library holdings | 21 | 32 | 33 | 7 | 7 |
| 40 | 31 | 9 | 6 | 1 | 13% | 5. Job placement | 12 | 16 | 34 | 15 | 10 |
| 32 | 30 | 13 | 6 | 3 | 16% | 6. Financial support | 17 | 16 | 26 | 5 | 10 |
| 24 | 39 | 16 | 3 | 1 | 17% | 7. Support for participating in professional conferences | 16 | 18 | 29 | 12 | 8 |
| 24 | 19 | 2 | 2 | 1 | 52% | 8. Computer services | 19 | 13 | 12 | 2 | 2 |
| 15 | 15 | 2 | 2 | 1 | 65% | 9. Research laboratories | 9 | 5 | 14 | 4 | 3 |
| 15 | 15 | 0 | 2 | 1 | 67% | 10. Research equipment | 8 | 5 | 13 | 4 | 3 |
| 22 | 22 | 4 | 1 | 1 | 50% | 11. Access to original sources of data | 8 | 15 | 20 | 5 | 2 |

| NECESSITY: My rating of the necessity of this skill is: | | | | | | | QUALITY: The quality of instruction regarding this skill during my preparation was: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | very high | high | average | low | very low |
| | | | | | | B. Professional Skills regarding: | | | | | |
| 58 | 31 | 0 | 0 | 0 | 11% | 12. Problem solving | 16 | 34 | 29 | 9 | 1 |
| 54 | 28 | 1 | 2 | 0 | 15% | 13. Teaching | 20 | 31 | 25 | 7 | 2 |
| 38 | 45 | 1 | 2 | 0 | 14% | 14. Program evaluation | 13 | 27 | 34 | 10 | 2 |
| 32 | 39 | 9 | 1 | 0 | 19% | 15. Professional writing | 13 | 24 | 30 | 11 | 3 |
| 32 | 39 | 1 | 1 | 0 | 27% | 16. Administration | 9 | 24 | 30 | 7 | 3 |
| 25 | 27 | 10 | 2 | 0 | 16% | 17. Supervision | 13 | 28 | 16 | 5 | 2 |
| | | | | | | 18. Research: | | | | | |
| 29 | 39 | 7 | 1 | 0 | 24% | experimental design | 19 | 16 | 35 | 4 | 2 |
| 30 | 33 | 1 | 2 | 0 | 34% | literature searches | 17 | 21 | 23 | 4 | 1 |
| 22 | 33 | 6 | 2 | 1 | 36% | statistical applications | 17 | 17 | 22 | 6 | 2 |
| 20 | 35 | 5 | 2 | 1 | 37% | sampling | 13 | 16 | 28 | 4 | 2 |
| 25 | 34 | 3 | 1 | 0 | 37% | data presentation | 13 | 19 | 24 | 5 | 2 |
| 29 | 30 | 4 | 1 | 1 | 35% | documentation of findings | 13 | 25 | 22 | 4 | 1 |
| 72 | 23 | 5 | 0 | 0 | ___ | 19. Human relations with students and clients | 33 | 31 | 17 | 7 | 2 |
| 60 | 33 | 6 | 1 | 0 | ___ | 20. Human relations with colleagues | 32 | 31 | 29 | 5 | 3 |
| 44 | 44 | 11 | 1 | 0 | ___ | 21. Professional speaking | 11 | 25 | 41 | 15 | 6 |
| 42 | 41 | 14 | 1 | 0 | ___ | 22. Scholarship | 22 | 35 | 15 | 6 | 2 |

Values presented under the N/A designation represents those individuals who either left the item blank or checked the N/A designation.

# Appendix C

FIRST CLASS
PERMIT NO. 118
College Station
Texas 77843

BUSINESS REPLY MAIL
No Postage Stamp Necessary If Mailed In The United States

POSTAGE WILL BE PAID BY—

Graduate Education Programs
College of Education
Texas A&M University
College Station, Texas 77843

Survey of Graduate Programs
in Education at
Texas A&M University

This questionnaire was developed to obtain information on the effectiveness of the various graduate education programs offered by Texas A&M University. Information obtained from these questionnaires will be used to assess the graduate curricula of the College of Education.

## I. Background Information

Name _____

Current Mailing Address _____

_____ Zip Code _____

Please check ( ✓ ) the appropriate blank.

1. Degree(s) Conferred by TAMU ___ Masters Year conferred_____
   ___ Doctorate Year conferred_____
   If you have completed two graduate programs at TAMU, respond to this questionnaire with respect to the most recent program completed.

2. Departmental Affiliation
   AgED_____ EPSY_____ IED_____
   EDAD_____ HPE _____
   EDCI _____ IDED_____

3. Professionally, do you see yourself primarily as a
   ___teacher (public school) ___administrator (public school)
   ___teacher (higher education) ___administrator (higher education)
   ___counselor (public school) ___supervisor
   ___counselor (higher education) ___evaluation specialist
   ___media specialist ___researcher
   ___consultant ___other (specify)_____
   _____

4. Are you working in the field for which you were prepared?
   Yes _____ No _____

5. Please list your membership in professional organizations.

| Name of Organization | Office Held/ Committee Responsibilities |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

6. Please list the publications you have authored or co-authored in professional periodicals, monographs, books.

| Title | Periodical or Publisher | Date |
|---|---|---|
| | | |
| | | |
| | | |

7. Please list the professional recognition and honors that you have received since completing your graduate program.

| | |
|---|---|
| | |
| | |
| | |

8. Please list the presentations you have made since completion of your graduate program.

| Title | Meeting | Date (Mo./Year) |
|---|---|---|
| | | |
| | | |
| | | |

9. Please give the title of your thesis or dissertation.

Not applicable _____

_____

_____

_____

_____

_____

## II. GENERAL PROGRAM COMPONENTS

Directions: Please respond to the following items on both scales. Respond by placing an (X) on the appropriate blank of each scale. If your program did not include a particular service or skill circle **N/A** (not applicable)

| **NECESSITY** My rating of the necessity of this service is: | | | | | | **QUALITY** The quality of service during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | | very high | high | average | low | very low | |
| | | | | | **A. Program Service regarding:** | | | | | | |
| | | | | | 1. Program advisement with degree planning | | | | | | |
| | | | | | advisory committee counsel | | | | | | |
| | | | | | 2. Final examination | | | | | | |
| | | | | | masters thesis and oral | N/A | | | | | |
| | | | | | masters oral exam | N/A | | | | | |
| | | | | | doctoral prelims | N/A | | | | | |
| | | | | | dissertation defense | N/A | | | | | |
| | | | | | 3. Helpfulness of department personnel: | | | | | | |
| | | | | | principal advisor | | | | | | |
| | | | | | department faculty | | | | | | |
| | | | | | 4. Library holdings | | | | | | |
| | | | | | 5. Job placement | | | | | | |
| | | | | | 6. Financial support | | | | | | |
| | | | | | 7. Support for participating in professional conferences | | | | | | |
| | | | | | 8. Computer services | N/A | | | | | |
| | | | | | 9. Research laboratories | N/A | | | | | |
| | | | | | 10. Research equipment | N/A | | | | | |
| | | | | | 11. Access to original sources of data | N/A | | | | | |

| NECESSITY<br>My rating of the necessity of this skill is: | | QUALITY<br>The quality of instruction regarding this skill during my preparation was: |
|---|---|---|
| very necessary / necessary / undecided / unnecessary / very unnecessary | | very high / high / average / low / very low |
| | **B. Professional Skills regarding:** | |
| _____ | 12. Problem solving N/A | _____ |
| _____ | 13. Teaching N/A | _____ |
| _____ | 14. Program evaluation N/A | _____ |
| _____ | 15. Professional writing N/A | _____ |
| _____ | 16. Administration N/A | _____ |
| _____ | 17. Supervision N/A | _____ |
| | 18. Research: | |
| _____ | experimental design N/A | _____ |
| _____ | literature searches N/A | _____ |
| _____ | statistical applications N/A | _____ |
| _____ | sampling N/A | _____ |
| _____ | data presentation N/A | _____ |
| _____ | documentation of findings N/A | _____ |
| _____ | 19. Human relations with students and clients | _____ |
| _____ | 20. Human relations with colleagues | _____ |
| _____ | 21. Professional speaking | _____ |
| _____ | 22. Scholarship | _____ |

## III. EMPLOYMENT CONSIDERATION

| | Level of Influence<br>None / Little / Some / Substantial |
|---|---|
| A. Rate the degree of influence each of the following factors had on your decision to enter your profession. | |
| 1. Salary level | 1 2 3 4 |
| 2. Job security | 1 2 3 4 |
| 3. Prestige | 1 2 3 4 |
| 4. Working hours | 1 2 3 4 |
| 5. Job location | 1 2 3 4 |
| 6. Lack of teaching opportunities | 1 2 3 4 |
| 7. Contribution to society | 1 2 3 4 |
| 8. Challenge | 1 2 3 4 |
| 9. Interest | 1 2 3 4 |
| B. Rate the degree of influence each of the following factors has on your decision to continue in your profession. | |
| 1. Salary level | 1 2 3 4 |
| 2. Job security | 1 2 3 4 |
| 3. Prestige | 1 2 3 4 |
| 4. Working hours | 1 2 3 4 |
| 5. Job location | 1 2 3 4 |
| 6. Lack of teaching opportunities | 1 2 3 4 |
| 7. Contributions to society | 1 2 3 4 |
| 8. Challenge | 1 2 3 4 |
| 9. Interest | 1 2 3 4 |
| C. Rate the degree of influence each of the following factors would have on your decision to leave your present position (if you decided to leave today). | |
| 1. Salary level too low | 1 2 3 4 |
| 2. Disillusioned with job | 1 2 3 4 |
| 3. Low prestige | 1 2 3 4 |
| 4. Long working hours | 1 2 3 4 |
| 5. Job location | 1 2 3 4 |
| 6. Poor job facilities | 1 2 3 4 |
| 7. Other (specify) | 1 2 3 4 |

## IV. DOCTORAL RESEARCH

Note: If you are responding to this questionnaire from the perspective of a masters degree recipient, please proceed to the final section (V. Comments)

A. The present research requirement (691) in doctoral programs is 11%-23% of the total program for the doctorate. (10 to 15 hours of 691 out of 64 to 84 hours).

A doctoral program should:

_____ a) have more research hours (691) and less coursework hours than presently. If so, please indicate:

_____% research _____% coursework

_____ b) remain about the same with respect to 691 hours (research) and coursework hours.

_____ c) have more coursework hours and less research hours (691). If so, please indicate:

_____% coursework _____% research

B. The Doctor of Philosophy Degree requires candidates to demonstrate their ability to conduct independent research.

1. In order to accomplish this goal, doctoral programs at TAMU should:

_____a) devote more time to research design.

_____b) devote less time to research design.

_____c) remain unchanged, with regard to research design.

2. In addition, statistical coursework should:

_____a) place a greater emphasis on derivations and less emphasis on applications.

_____b) place greater emphasis on applications and less emphasis on derivations.

_____ c) remain unchanged, with respect to emphasis on derivations and applications.

C. Additional comments concerning Research Preparation.

## V. COMMENTS

Please make any comments you wish concerning the graduate program you completed at Texas A&M University.

A. To what extent has graduate school helped you in your present position?

B. STRENGTHS: (What content areas, skills and/or services strengthened your graduate program at TAMU?)

C. WEAKNESSES: (What content areas, skills and/or services detracted from your graduate program at TAMU?)

D. NEED CHANGES: (What courses and/or content areas need to be added or deleted, etc.?)

# Appendix D

NOTE: These comments are compiled by department and degree. Further, all responses for each item are grouped together. This arrangement permits the reader to seek commonalities among the responses for each item. Moreover, this organization protects the anonymity of the graduate since the order of responses across items were shuffled.

## COMMENTS

The responses in this section have been compiled by item and grouped by department and degree.

Item 1 - List of Memberships and offices held in professional organizations.

Agricultural Education - Masters degree

None
VATAT - Vice Pres. Dist. I; NVATA - Member; TCTA - Pres. -elect Local; A.V.A. - member
TSTA; TVTA; VATAT; NUATA; NEAI
Texas Vocational Ag. Teachers; Nat Vocational Ag Teachers; American Vocational Assoc.
TVATA; TSTA; NEA
TVATA; NVATA; AVA; Ag Workers
NVATA
NEA-TSTA - member; Local Teacher Assoc. - President 1976; Vocational Ag. teacher Assn. - member; National Assoc Service Assoc.
TVATA - member; NVATA - member; TCTA - member
NVATA; TVATA; AVA
TSTA
Vo Ag Teachers Assoc, of Tx; AVA
T.C.T.A.
VATAT - member
Vocational Ag. Teachers of Texas
Faculty Advisory Committe - Chairman; Sweeny Educ. Assoc - Constit. Comm; NVATA - member; VATAT - member; TVTA/NVA - member; TSTA/NEA - member
VATAT
Voc. Ag. Teacher Assoc. of Texas - member; Texas Prof. Ag Workers - member; Various Ag. Organizations
Professional Ag. Workers; VATATA; ACTA; Alumni FFA, Honorary FFA
Parent-Teachers Org. - member;Voc.Ag.Teachers Asso. of Tx - member; TX Vo. Tech. Asso. - member; Texas Farm Bureau - Sec.- Treas. (County).
Epsilon Sigma Phi - District Rep.; Texas Association of Extension Home Eco. - Chairman of Distinguished Service; American Home Eco. Association; Kappa Omicron Phi; Texas Nutrition Council
Vo. Ag. T. A. T.
TSTA; VATAT - Dist. Pres; NVATA; AVA
None
VATAT
Tex. Voc. Technical Assoc.; VATAT
None

Item 2 - Listing of Publications - journal - date

None - 27

Item 3 - Listing of Professional recognition and honors

Honorary State Farmer for Ag Teachers
Honorary Lone Star Farmer Degree
Pay Check monthly
Honorary Lone Star Farmer
Outstanding Young Men of America
Distinguished Service Award from American Association of Extension Home Economics
VATAT - Hon. State Farmer
Honorary Lone Star Farmer Degree; Area III Publicity Award for Vo. Ag. Teachers
None - 20

Item 4 - Listing of Presentations

High School Vocational Programs - Kiwanis International - 1977.
Weekly.
Vocational Education Programs at the High School Level; Education Graduate Course at Pam American University; June 1977.
None - 24

Item 5 - Title of Thesis

Not applicable - 27

Item 6 - Comments concerning Research Preparation

None - 27

Item 7 - Comments regarding extent graduate school has helped recipient

Very much, since I received a M.Ed. in Ag.Ed. and worked on Voc. Counselor's certificate at the same time.
I elected to attend TAMU over SFASU, where I earned my B.S. I am glad I made the move.
To get a better perspective on the teaching field.
Increased confidence would be the biggest influence.
Greatly.
It gave me the tools to engage in business or any other field. I know how to gain knowledge on nearly anything I choose.
Increased salary, more mature outlook.
Very little,
It gave me a more mature and realistic outlook as a starting teacher.
No Comment!
Gave me the assurance and extra subject knowledge I needed.
Higher salary, more experience in my filed.
The oral exam made me more aware of my community and crops grown here.
It has given me adequate information to teach vocational agriculture.
Increase in salary, increased job security, increased knowledge and teaching abilities.
Greatly broadened my base of knowledge and made me more objective in my outlook,
perhaps even a little philosophical.
Taught me how to teach adults and how to supervise them.
It has helped me realize the complications and systems involved in public education. It has broadened my base of education. It has helped me become more competent in dealing with student problems.
Innotivative ideas to help one become a better teacher.
Salary level. About 1/3 of the courses helped me do a better job.
Increase in salary.
It has broaden my understanding of education.

None - 5

Item 8 - Comments regarding Strengths of Program

Counseling practicums; psychology areas, and Ag. Ed. course in Technological changes.
Poultry, Entomology, were great. Many Ag. Ed. courses were very good.
In getting my masters I also received a Voc. Supervisor certificate and these other areas I hadn't seen before.
Instructors that are willing to give their time to students.
Curriculum development.
Educational skills.
Association with peers; new ideas abundant, gave self-accomplishment and confidence; very practical in content.
Work in College of Ag. - An. Sci., Agronomy, Ag. Eng., Ag. Ed.
Technical Courses.
All ag courses, work with students in Ag. Ed., teaching assistantship valuable experience.
No Comment!
Vocational areas - Farm power and machinery.
Technical information about agriculture in the areas of animal science hort., agronomy.
Speaking abilities improved Voc. Supervisor Cert. worked in well with program.
Electives allowed me to fill in on some areas where I felt weak.
The opportunities to get ideas and information from fellow students as well as the professors.
Education psychology and experiences of others in group discussions about my profession.
Very good instructors who were also very helpful.
Ag Ed & An Sci. courses; Counsel with chairman of my committee
Several technical course strengthened my teaching courses.

None - 7

Item 9 - Comments regarding Weaknesses of Program

Too much counseling practice and study was directed toward hardcase problems rather than normal public school counseling.
Didn't recognize any weakness..
Too short a stay, at the campus.
Lack of writing, i.e., newspaper, magazine articles, etc.
Wasted hours in College of Ed. needed more Sci. Ag.
Some educational courses that were unrealistic, and did not really provide skills to help in teaching.
No Comment!
Certain education courses seemed a repeat of undergraduate courses.
Busy Work combined with #10.
Some courses were too long to be covered in the time we had
Repetition in areas of research.
See D. below.
Human Psychology course.

None - 13

Item 10 - Comments regarding Needed Changes in Program

More technical agriculture for Ag. Ed. Majors. Graduate assistants in Ed. psychology that have had public school experience.

Many courses in the Ag. Ed. dept. are offered for day students. If it hadn't been for my understanding principal, I could not have taken afternoon classes. Working teachers need night classes to attend.

The courses that were needed were available. The decisions to take certain courses or one over another is part of the educational experience and a part that the faculty can aid students.

Add more writing skills; add more public relations type courses; less of philosophy at graduate level to a limited extent.

Add hours (for Ag teachers) in scientific agriculture. Decrease College of Ed hours required.

More work on counseling and dealing with students on a day to day basis. There is no substitute for experience but courses could get closer.

No Comment!

More practical courses in Animal Science and less of theory classes.

Being able to get along with different people in different positions within a system or group of people.

Some course work was not pert. to my vocation.

While I realize that if an Ag. teacher is to learn everything he needs to know while he is in college, he would become a permanent A&M fixture and never have time to take a teaching position; however, it would be nice to have more lab work, esp. in the areas of animal science.

More courses in Sociology offered in the summer or at the center at Renner.

More courses should be added in the specific areas of curriculum to be taught by the student (me). I feel like there should be more courses dealing with specific curriculum areas in my profession and how they should be taught.

More tech. information for Voc. Ag. Teachers at Masters Level not so much theory.

It is good that the Master's program is very flexible.

None - 12

Educational Administration - Masters degree

Item 1 - List of Membership and offices held in professional organizations.

Tex. Comm. Ed. Assn.; Nat. Comm. Ed. Assn.; Amer. Assoc. of Univ. Prof.
Phi Delta Kappa
Assn. of U.S. Army
None
Amer. Assoc. of Vet. College Business Officers
TSTA; NEA: TASSP
Council of Education of the Deaf (CED); Council for Exceptional Children (CEC); Convention of American Instructors of the Deaf (CAID); National Community Education Association; Texas Community Education Association
Phi Delta Kappa; Kappa Delta Phi
TEPSA
NEA; TSTA
TSTA; Bryan Ed. Assoc.; National Ed. Assoc.
None
TSTA; THSCA
Robertson County Teachers Assoc. - Pres.; TSTA VI-Legislative
TASSP; TPE; AATSP
Kappa Delta Pi; Phi Kappa Pi
RCEA; AASA; NCEA
World Future Society
TSTA; NEA
National Community Ed. Assoc.; Texas Community Ed. Assoc.
Elem. Prin. Assoc.
TSTA; Texas High School Coaches Assoc.
NCEA; MCEA; TCEA; MACEA(Ninnesota Adult & Continuing Ed.)
American Assoc. on Mental Deficiencies
TAPHER; NEA; TEA; TSTA; Phi Epsilon Kappa
None - 2

Educational Administration - Masters degree

Item 2 - Listing of Publications - journal - date

"To Combat Vandalish', NASSP, 1977; 'Climbing the Ladder...", NASSP, 1977; "High Ed. An Interrupted History of Bargaining", Journal of Collective Bargaining
"ED11491 Revisited," Journal of Collective Negotiations in the Public Sector, 1978

Edited, Texas Bus. Exec., 75-78

"June" Conference Reporter, 1977

Public Relations Handbook for Community Education, Pendell, 1976

"Effective Administration of Adult Education in Texas", Texas Education Agency 56120001, 1975

Preliminary Health Curriculum Guide, Klein I.S.D., 1976

None - 20

Educational Administration - Masters degree

Item 3 - Listing of Professional recognition and honors

Nominated Former Student Award, 1976.
C.S. Mott Fellowship.
Personalities of the South 1976-77, Outstanding Young Men of America, 1978.

None - 24

Educational Administration - Masters degree

Item 4 - Listing of Presentations

In-Servicing K-12, TCEA, 7-77; Role of Councils, Sheldon, I.S.D., 3-77; Role of Councils, Pearland, I.S.D., 11-76.
Time Management, Region XII Administration & Temple Principal, Oct. 77.
Have made numerous presentations at workshops and inservice programs on community education for special populations around Texas.
Legal Aspects of Behavior Mod., Austin, 1977; Ad.Ed. for the MR, Austin, 1977; Special Education Techniques for the Adult Learner, Austin, 1977.

None - 23

Educational Administration - Masters degree

Item 5 - Title of Thesis

In Process - A National Assessment of the Role of the Community Educator at the State Educational Agency, Regional Center and Local Level.
Public Relations in Community Education.

Not applicable - 24

Educational Administration - Masters degree

Item 6 - Comments concerning Research Preparation

None - 27

Educational Administration - Masters degree

Item 7 - Comments regarding extent graduate school has helped recipient

Substantially. Opened many new doors.
None - I am still a student.
Provided theory background of school admin. to help me understand school admin. system.
Increased acceptance and respect among collegues, increased salary level.
It got me into my present position.
I had not planned on continuing my graduate school experience before coming to TAMU. I feel like I profited a great deal and want to pursue a Ph.D. as well.
My graduate work enabled me to obtain my present position; Elementary Principal.
TAMU provided courses necessary for principal certification
Higher salary; Head of Department.
Very little -- job market is tight -- so I took what was available.
Improved my overall perspective concerning the public school education process.
Great deal!
At present I am a teacher & Basketball coach not directly involved in Ed. Admin. However, the course work and associations I came in contact with prepared me for public education.
Only in human relations, awareness, and public speaking.
Heightened my enlightenment and resourcefulness and broadened my perspective -- helped me in becoming a more synergistic thinker -- more ready and able to help people.
A masters degree was a requirement for consideration in my job.
None, because I'm still a teacher and not an administrator.
Gained a systems approach to management, helpful in organizational problem solving.
I treasure 95% of all exposure gained -- in a small school it helps to have seen the "big picture".
I support internships. Great background in adult ed. to set up new program in my present location.
Substantial!
Graduate school enabled me to take my present job at TAMU.
None - 5

Educational Administration - Masters degree

Item 9 - Comments regarding Weaknesses of Program

Lack of program planning assistance.
Nothing stands out.
A few courses seemed to overlap a great deal in content.
More time needs to be spent on teaching specific skills needed by administrators.
Some required courses seemed inappropriate for the degree.
Professors in EDCI need more optimum empirical background.
Too much duplication in ED.Ad. courses.
Dept. politics, weak administration courses - too much "BS."
According to course descriptions, some of the courses should have been much better than they were taught.
None, but the strengths could be strengthened.
Field experience very limited; Not incentive to attend prof. conferences (needed finacial support); Needed contact with professionals in field for experience and future job opportunities.
I think a very few professors were hired on the basis of what they published -- they do so detract from the program. They do not relate to practical needs of Texas.
Boring classes!
Technical Skills - research statistics.

None - 12

Educational Administration - Masters degree

Item 8 - Comments regarding Strengths of Program

Working with committee chairman.
Practical experience of some admin. courses in providing "lessons learned" approach to school admin. School law and finance courses particularly well presented and important.
Flexibility of program, opportunity to build degree plan around interests and job needs.
I received a very personal education experience. At TAMU the student is still highly regarded as an individual. It is not so at other universities.
The Institute for Beginning Administrators gave me insight into the complexity of the roles of an administrator.
Most of my professors had experience at the secondary education level.
Communications & Community Ed. programs.
Professional staff.
High quality professors in EDAD.
Comm. Ed. Professional conferences
The internship served at College of the Mainland in Texas City.
The opportunity to have class with people who had years of experience in the field was a definite plus.
IBA.
Communication with colleagues from various professional backgrounds; management, curriculum good; Planning and evaluation skills helpful.
Finance - 608 superintendent school law, politics; low key professors who value the experience gained by those in the class. IBA was the best of all.
Adult Ed. (IDED Dept.) internship; professional conferences workshops; field work.
Human relationships, personal growth.
Emphasis on personnnel management.

None - 9

Educational Administration - Masters degree

Item 10 - Comments regarding Needed Changes in Program

The certification program was extremely poor. I could never find the person in charge in this office. When he was in he was of no help. This has been corrected and is functioning satisfactorily now.

Education of school admin. needs focusing more on actual duties and problems school administrators may be expected to encounter.

None -- I very much appreciated the faculty and the courses in my masters degree program and appreciated the students, too!!

I would like to see a course in "principalship" basically for problem solving.

The Masters program was highly satisfactory for me. I was able to combine certification goals as well. The flexibility built into the program allowed for my own interests to be pursued.

Practical courses taught by experienced administrators are needed. I believe less theory and more practical solutions are needed.

Advisors need to work much more closely with graduate students. Also, advisors need to be accessible to students.

Addition of technique coursed to balance curriculum against theory courses.

EDAD needs a few professors with a recent background in Texas public school administration. I'm available.

More in the area of discipline. More content on organizaions outside the school that can be ------? by the school.

EDAD add many role-playing situations. More study of actual problems with human relations, delete "BS" sessions or change the name from "courses".

More concentration on the human element in Administration; more concentration on community education; more concentration on human growth and developemnt from a psysiological, sociological as well as a physiological viewpoint. We need a more humanistic approach to administration. We need people with strong philosophical foundations and committed dedication to the principles of participative democracy. There are too many territorial cavemen and women and too much self-interest.

The EDAD program in public relations should require more journalism. Jobs are not to be had in school or college public relations without journalism background and/or experience.

More institutes of the IBA type. More in-basket exercises and problems. A program for administrators similar to practice or student teaching.

Educational Administration - Masters degree

Item 10 - (continued)

Experience and background information concerning grant writing. More professional seminars and opportunities for exchange outside of class; Revision of school/public relations course needed. Too elementary!

The internship program is not a valid expense of time for and already-practicing administrator. The cross-culture to become a superintendent. Those getting qualified are those individuals who can't or won't find a job. It requries more patience than brains.

None - 7

Educational Administration - Doctoral Degree

Item 1 - List of Membership and offices held in professional organizations

Ad. Ed. Assn. U.S.A. (ABE Commission Member)
Sigma Delta Chi, Intl. Assn Bus. Comm., Amer. Statistical Assn.
Phi Delta Kappa, Phi Kappa Phi, TCEA (Evaluation Committee) TACAE, NCEA, TJCTA
SPJ/SDX (Local V.P.), AAUP
Phi Delta Kappa (Pres. Elect), TSTA (President Local Assoc.)
Am. Voc. Assn., Texas Voc. Assn., Am. Assn. of Comm. Colleges. Texas Jr. Col. Teachers Assn.
AASA, Phi Delta Kappa, Alaska Admin. Assoc.
TASA (Membership Comm), NEA (Membership Comm), TASSP (Research Eval.) Milam CTSTA (Nominating Com)
Phi Depta Kappa (Past Pres.) Tex. Assn. Sec. School Prin. (University Liaison Committee, Texas Assn. of College Teachers, Tex Soc. of College Teachers of Education, Tex. Profs. of Ed. Adm.
TSTA, NEA, Robertson, Co. TSTA, TASSP
Phi Delta Kappa, Kappa Delta Pi
TACUSPA, SWASPA, Phi Delta Kappa
ATE(Publicity Chr), TSTA/NEA, NCEA, TESPA, TASSP, Kappa Delta Pi, PDA, TAPER, Nat. Student Councils Sponsor
TASCD, AASA,TASA
TACUSPA (Pub. Chair, and Conf. Host.), ACU-I-National (3 year Research comm.), ACU - I - Regional, (Research Chm.) NASPA (Stds, Comm)
Texas State Teachers, National Ed. Assoc.
Phi Delta Kappa (President), TAPER, TSTA, TASA
TASA, NEA, TSTA, Phi Kappa Delta
AASA, TSTA, Phi Delta Kappa, AERA, TACT
TASA, TSTA, (local rep.), PDK
Am. Assoc. Sch. Adm.; Texas Assoc. School Admin.
Phi Delta Kappa; Nat. Comm. Ed. Assoc., TCEA
NRPA, AAHPER, New Mexica RPA - Vice President 1977, New Mexica AAHPER - Vice President 1978

Phi Delta Kappa, 2nd V.P.; AAUW, 2nd V.P.; Earth CO. Teachers Assn., Ch - Prof. Rights and Responsibilities Non-Urban Educators Assn. of Texas(NEAT), State Treasurer; TSTA, Dis. XV; Ch., Instructional Services; Delta Kappa Gamma, NEA, others.

Educational Administration - Doctoral Degree

Item 2 - Listing of Publications - journal - date

Co-authored various publications related to teaching adults published by the Texas Ed. Agency.
"Four Analytics in Educ. Planning," Planning & Changing, Winter, 1976.
Chapter of book in press (Exact title unknown) 1978
"Boycotts," Labor Law Journal, 1976.
See vita - placement file (4 total)
"Faculty Attitudes Towards College Unions," Journal of College ?, July 1977.
"Impact Women A&M, National Assoc. Women Deans Comal Community Education," Community Ed. Journal.
Analysis of Student Follow up for Adm. Dec. Making, BISD-ERIC, 1974. System Approach to Placement and Follow up, BISD-ERIC, 1973.
The Administrators Dilemna: Bureaucracy vs. Shared Decision Making, April, 1976.
"Secondary Princ," Principals Quarterly, 1978.
Texas Outlook, TSTA, Aug, 1976.
6 Publications in 76-77-78.

None - 16

Educational Administration - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Dist. VII
Coordinator of two national conferences.
Promoted twice.
Advanced to Superintendency.
Promoted to principal from classroom teacher position;
Chairman of Juvenile Advisory Committee, Earth Co.

None - 21

Educational Administration - Doctoral Degree

Item 4 - Listing of Presentations

Related to Teaching Adults -- about 120 --1973-1977.
Collective Bargaining, Ed. Adm. Assoc.., Fall 1977.
Teacher Evaluation, TSTA, Feb.
Numerous presentations in the area of labor-management relations in the federal sector.
A Model Academic Advisement Program, 6/77.
Many at State Workshops - None at National Levels
3 total.
on attached sheet.
Imp. Career Ed. As Perceived by Adm., Southern Region Research Conf. Stillwater, July 1975.
Many school related -- None of major importance.
The Direct.of Sp. Ed., TCASE, Feb. 1976, Small Sch. Adm. Texas Tech, Nov. 1977. Public Relations, Texas Tech, Apr. 1977; Public Relations for the Classroom, Texas Small School Assn., Nov, 1977.
Community Education, McAllen I.S.D., 2/78, and Houston I.S.D., 3/78.
4 at state conferences.
None - 13

Educational Administration - Doctoral Degree

Item 5 - Title of Dissertation

Adult Learning Center and Traditional Classroom: A Comparative Study of Language-Arts Achievement.
The Community College of the Air Force, An Historical Study and Organizational Analysis.
The Administration of Vocational Education as a function of School Superintendents in Texas.
The Public Relations Administration of the 15 Arizona Community Colleges.
A Comparison of Self Perceived Leadership Styles of Selected Elementary Principals with Self-Perceived Leadership Styles in Problem Situations in Selected Texas Elementary Public Schools.
Criteria for Teacher Selection.

The Role of School Superintendents in Texas as Perceived by the Superintendent & the President of the School Board.
A Comparative Cost Analysis of Underground Compared With Conventional School Instruction.

An Assessment of the Nature of changes caused by the Implementation of the Quarter System During the 1975-1976 Academic Year in the Public High Schools of Texas.
Leadership in Career Guidance at the Upper Elementary School in the Absence of Professional Guidance Personnel.
Cinemat - A Field Based System for the Evaluation of Production Qualities of Films used for Training Public School Administration.
Vandalism in Texas High Schools: Nature, Extent and Prevention Measures.
The Role of the Chief Development Officer as Perceived by College Presidents and Chief Development Officers.
The Role of the Superintendent in Texas as Perceived by the Superintendent and his School Board President.
A Conjoint Planning Paradigm for development of a Professional Preparation for the Urban School Administrator.
Faculty Attitudes toward the Goals & Objectives of College Unions in American Higher Education.
Peak Work Load Periods and Time Frame Preferences of Texas School Superintendents as Factors in Maximizing Mail Questionnaire Returns.
Implementation of Career Education as Perceived By Administrators.
The Role of the Superintendent as Perceived by the Superintendent and the President of the Board of Education.
A Study Measuring the Attitudes & Perceptions of Students and their ability to Relate to Minority Secondary School Principals.
The Role of the Plan A Sp. Ed. Administrator as Perceived by Himself and the Public School Superintendent.
An Investigation of the Effects of the Addition of Kindergarten to Nine Public School Systems of Texas.

Educational Administration - Doctoral Degree

Item 5 - (continued)

An Assessment of the Tasks of Community Educators As Perceived by Community Educators in Texas.
The Availability and Extent of Use of Public Schools for Community Recreation in Texas.
Critical Tasks for the Texas Elementary School Principalship of the Future.
Not listed - 2

Educational Administration - Doctoral Degree

Item 6 - Comments concerning Research Preparation

For EDAD, more emphasis on relationship of research to practice--theory to application.

My doctoral program lacked continuity between my research training, my classes, and work on my dissertation. My advisors keep moving (I had 4 in the seven years I was in my Ph.D. program). Also, I think more emphasis needs to be given to articulation among the research, statistics, computer, and presentation of data phases of research.

There should be greater ease of innovation for future graduates.

Application is the key - you can hire out the rest.

Preparation for Research i.e., Research Tools, course work should count toward total number of hours required for degree.

If you have a committee chairman who really wants you to get a degree he can teach you better than a course. One on one is better than anything else. The game you play, before he decides is not too productive, but I guess it is necessary.

It was informative, beneficial, and interesting.

If research is to an essential component of Ph.D. preparation, it should be a minor field of study above the line and be included 64 hours.

I felt many fellow students were very weak in the areas of research and statistics.

My research preparation courses left much to be desired. In two courses (with the same professor) the entire class felt we were a captive audience forced to listen to a professor who did not wish for us to understand - any portion of his presentation. Please identify staff members with their feet on the ground and those who care about Texas A&M University.

None - 17

Educational Administration - Doctoral Degree

Item 7 - Comments regarding extent graduate school has helped recipient

It has given me a new job, new position, better salary, and more confidence in myself, but little I didn't know beforehand.
None other than the research techniques that I learned.

None at this point, I hope that it will in the near future.
Broadened Outlook.
To a great extent.
General background of knowledge.
Questionable!
Very little. It has given me greater confidence.
I was immediately promoted upon completion of my Ph.D.
The name TAMU has helped as much as anything, other than that nothing since I'm not working in a position I was trained for.
A Ph.D. was a requirement.
It helped in promotion, my boss had been through, so he knew the time and effort required.
It has been extremely helpful. It was one of the most gratifying experiences of my life.
The Ed. Ad. Dept. has not assisted in professional placement.
None. It was however, a personal achievement and a proud personal gain.
I'm more confident in my abilities and well prepared in my field of Comm. Ed.
A great deal. I teach graduate courses and chair at the masters and doctoral level.
My degree is responsible for my present position. My preparation is much more than adequate.

None = 9

Educational Administration - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

Teaching opportunities; human relations training
Research design practice

Most courses were useless.

Statistics, Research (individual),
Administration of Higher Ed.
Law Statistics Guidance Services
with , Voc. Ed. Adm. with , Philosophy with
and Supervision
Personal relationship and friendliness of EDAD department.
Some rewarding courses, experiences and interaction to balance mediocre courses.
The labor-relations block was good as was the test and measurements.
I liked the flexibility of the program.
The hours outside EDAD Dept. gave me skills very few EDAD's have. It made me unique and therefore in demand.
Interaction at prof. conferences. Integration of several departmental offerings.
Magnet courses, the dissertation exercise, Grad. Asst. position was very important.
Brown bag seminars.
The style of writing required has helped.

Statistics, Accounting, Computer Science, Management, Foreign Language.
Content areas are only as valuable as the quality of teaching which overall is poor.
Practical work in the field.
Content coursework good; interested advosory committee. Helpful office personnel (much more important than most realize).
None - 7

Educational Administration - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

Some course work, especially as regards application of theory to practice totally inadequate.
Most of my professors were so busy with research, committees and staff meetings, and taking care of red tape that they didn't have time to properly teach classes.

Lack of availability of help and advisement.
Financial Mgmt.
None. I had no poor or worthless courses in my doctoral program.
All courses and instructors are not adequate.
Tremendous repetition in course work in EDAD. No "hands on" experience. The Ed. Psy. was not up to my expectations.
Too much emphasis on who did what experiment.
Lack of humanistic attitudes on the part of some faculty members (not all, just some).
Professors should take their jobs seriously and put forth their maximum effort in class. The majority of instructors are doing just enough to get by.
I never conquered statistics and wish it could be approached differently, more practically.
Research courses were useless in preparing me for dissertation research, particularly the math aspect.
I spent some time in courses that should have helped, but they didn't.
Faculty (overall) is not viable enough force on the Texas public school structure (politics and influence).
See # 7
Playing Cat and Mouse on the dissertation.
With few exceptions the quality of teaching was below average.
I had several "weak" classes.
Greatest weakness - large number of staff brought in from other areas of the country who are totally unaware of Texas and area programs and problems.

None - 7

Educational Administration - Doctoral Degree

Item 10 - Comments regrading Needed Changes in Program

In general (1) more attention to quality of teaching; (2) greatly improove library/resource services; (3) greater degree of individualizing of graduate programs.

Education courses need more practical how-to emphasis and less theory, history, and personal allusions. For example, the most traumatic problem public school beginning teachers face is classroom control, yet little or no training is given in teacher preparation as to how to maintain discipline in a class, likewise, a superintendent needs to know how to deal with a school board and its politics.

Whoever made up this questionnaire should have to take a research course If he has taken the course, then he should take it again.

Closer contact with the field of administration within the state. A feeling of membership with the profession should be fostered through contact with administrators in their schools, professional organizations, conferences on a level as peers not as students.

Financial Administration i.e., funding, budgets, financial control.

None. I experienced a good, well-rounded program for my needs.

A course in educational writing, i.e., board policies, articles, dissertations, thesis.

Visible educational leadership from the top down.

It is a shame that a major in EDAD does not require any practical experience in the curriculum. Students of "higher Ed" shoudl spend countless hours in observing school administrators on campus -- get out of theory and into the practical application. Other students should spend much time with public school administrators. I love the school and the department but I believe most of the coursework is a waste of time. Most of the course work should be accomplished on the job with proven administrators.

More courses in high education.

More evaluation courses for the administrator. Courses in proposal (federal grantsmanship) writing. Every EDAD should be required to take community ed. courses (at least 3-6 hours).

Add: courses in personnel adm. H.E., Trends in H.E., Gov't Agencies affecting H.E., Classroom mgmt., The Sociology of a Univ., Funding, Budgeting, Mgmt of Physcial Plan Current Problems, State/National/International.

Courses in EDAD need to stress nuts and bolts instead of theory. For instance, lead prospective school principals a text-book report, usually the first one a man sees is the first one he has to do for Austin. How about a Tax-

Educational Administration - Doctoral Degree

Item 10 - (continued)

equalization exercise for superintendents? etc. For proof, walk into any EDAD class and ask if anyone knows how to get one dollar from Austin.

I believe a course in applied statistics would be helpful. I am referring to applying statistics to writing reports that indicate progress is being made toward goals and objectives as an example. It is necessary to convert these into reports that laymen can understand.

EDAD needs to recruit people with a higher potential for success -- then demand more from them.

The EDAD department needs more local (e.g. Texas, La., Okla.) Professors.

There does not appear to be a serious emphasis on quality teaching. Most professors are concerned with their own egos-hence research and publications. No system of education of staff seems to exist.

More statistics and research courses at the Ph. D. level.

None - 9

Educational Curriculum and Instruction - Masters Degree

Item 1 - List of Membership and offices held in professional organizations

Bryan Ed Assoc., T.S.T.A., N.E.A., International Reading Assoc., Science Teachers Assoc.of Texas, Nat'l. Sci. Teachers Assoc., of Science
TSTA, TCTA, THSCA.
Texas State Teachers Assoc., Caldwell County Classroom Teachers, Luling Classroom Teachers, National Education Assoc.
TSTA, NEA, STAT
TSTA, NEA

Brazos Valley Assn. for the Ed. of Young Children, Southern Association for the Children Under Six.

Phi Kappa Phi
NEA, TSTA, LaMarque Ed. Assoc. (Chairperson Budget), TCTA, LaMarque C.T.A. (Chairperson), Delta Kappa Gamma (Rec'd Sec't). Alpha Delta Kappa (Corresponding Sec't).

Bryan Classroom T.A., T.C.T.A., T.E.A.
Nat. Assoc. for the Educ. of Young Children, Texas Assoc. for the Educ. of Young Children, Brazos Valley Assoc. for the Educ. of Young Children, Phi Delta Kappa, Kappa Delta Phi, Texas Council for the Social Studies.
BCTA (Pres.-elect), TCTA, American Chemical Society
TSTA [Pres. Washington County Local (77-78)], TCTA
T.S.T.A. (County Secretary)

Texas Industrial Dev.Council, Southern Ind. Dev. Council, Marine Technology Society, Sea Grant Association (Chair. Ocean Policy council)
TSTA (Life member Building Chairman)
TSTA, NEA, Classroom Teachers, Texas Assoc. for Imp. of Reading
Phi Delta Gamma, TACT.
TSTA, Texas Professional Educators, Sam Houston Area Reading Council
Cimarron Reading Coucil, Oklahoma Reading Council

American Ed. Research Assoc., Kappa Delta Pi, Phi Delta Kappa
TSTA, NEA, IRA, PTA.
Texas Assoc. - Improvement of Reading - State & Local, International Reading Assoc., Texas Assoc. for Supervisors and Curr. Dir., Lower Rio Grande Valley ASCD, Texas State Teachers Assoc., Phi Kappa Phi, Phi Upsilon Omicron
Tx. Council of Soc. St., Tx. Classroom Teachers, Kappa Delta Pi
International Reading Association; Brazos Valley Assoc. for Educating Young Children - Chairman; Week of the Young Child (April 9-15)

I.R. A., T.C.T.A., T.S.T.A., N.E.A., T.S.T.A.-local - Bldg. Rep. 77-78 Pres. Elect 78-79.

Texas City CTA; TSTA; NEA; Bus. and Professional Women's Assoc. American Federation of Teachers; D.C. English Teachers' Assoc.

Texas State Teachers Assoc. - member; International Reading Assoc.

TSTA: Classroom Teachers A.

None - 12

Educational Curriculum and Instruction - Masters Degree

Item 2 - Listing of Publications - journal - date

Practice In Geography - Africa, Instructor Curr. Mat. 1976; Practice in Geography - USA, Instructor Curr. Mat., 1976 "Considering Environmental Issues Through the Use of Simulation Games", Law in American Society, 1977; "Topography", Early Years Magazine, April, 1977; "Telephone", Early Years Magazine, January, 1977; "Language/Barriers" Early Years Magazine, October, 1977.

An Exploration of the Cloze Procedure in Arithmetic Reading, ERIC-RIE, July 75.

"The Modification of Pre-Service Teaching Attitudes through the Analysis of Films", Peabody Journal of Education, 1/78.

"Reading Interests of Early Adolescents and Implications for a reading program", currently submitted to NRC Yearbook.

Brazos County Tour Guide, Wallace Print., Bryan, 1976. "Medieval Fair", Texas Outlook, 1974.

I wrote an article for a local newspaper on communications between parents and teachers.

None - 36

Educational Curriculum and Instruction - Masters Degree

Item 3 - Listing of Professional recognition and honors

Teaching Physics (high school).
Working on Curriculum Guides within the District.
Phi Kappa Phi
I was employed!
Chosen to be a delegate to the 1978 SCONA-23 Conference
School Board Commendation for instituting Vision and Hearing Screening Program in school system.
Who's Who for Women in Education 1977-78, Personalities of the South 1977-78, An appointed member of the Governor's Commission on Status of Women in Texas.
Study presentation at the 1977 National Reading Conference.
Kappa Delta Pi, Teacher of the Year (Spring High School).
Phi Kappa Phi.
Young Career Woman in Texas City.
Received a 5-yr. service award pin from my local school district; elected to membership in the honor society of Phi Kappa Phi.
Phi Kappa Phi
None - 29

Educational Curriculum and Instruction - Masters Degree

Item 4 - Listing of Presentations

Dale Avenue, Region X, Nov. 76; Dale Avenue State AEXC Meeting, Oct. 77

"Using Local Resources for Teahcing Social Studies" with James Kracht, TSTA - District VI Convention, 10/75. Social Space and Verbal Interaction Tactics for Manipulating Phy. Env. to Increase Learner Participation" with David Armstrong, Texas Council for Social Studies 24th Annual Conf., San Antonio, 10/76. "Debriefing: The Key to Effective Use of Simulation Games" Texas Council for the Social Studies 23rd Annual Conf. Houston. 10/75. "Parent Involvement in the Classroom" with Douglas Godwin -- Texas Association for the Education of Young Children - Annual Conference 10/77 - College Station.

Ind. Dev. and the Quality of Life, Texas Municipal league, 11/77

Teaching Spelling, Yeague Basin Cluster Aug., 1977; Making Science Snappy (Teaching Reading in Science Area) TAIR (Austin meeting), Oct. 1977

Composition Workshop, Civil Air Patrol Staff School, July 1976, June, 1977.

Teacher Training (Inservice) in Content Reading, Science and Social Studies Curr. Dev. Remedial Reading and Math, Individualizing, Basic Reading, Classroom Organization and Management, etc.

"Am. Hist. via Local", TSTA Conv. 1975; "Inquiry: Creating," Spring Branch, 1975; "A New Twist", Texas A&M Univ. 1975; "Sound of Hist." A&M Consolidated, 1976; "Motivation...", Univ. of Tx, Arlington, 1976; "Bridging the Gap", Tx. Council Soc. St.,1977; "Bridging the Gap", So. West College, Nobbs, N. Mex., 1977; "Bridging the Gap", No. Harris Co., 1978.

"Age Specific Curriculum for 2-3 yr. old child;" "4 yr. old." French's Kiddo Campus Inservice; 1-78; 3-78

"Bilingual Educ. in Head Start," Head Start, Nov. 1977

None = 32

Educational Curriculum and Instruction - Masters Degree

Item 5 - Title of Thesis

Origin of the Sea Grant Program
"The Modification of Pre-Service Teacher Attitudes through the Analysis of Films".
A Morals Clarification Module: Guidelines for Teacher Education.
N/A - 39

Educational Curriculum and Instruction - Masters Degree

Item 6 - Comments concerning Research Preparation

None -42

Educational Curriculum and Instruction - Masters Degree

Item 7 - Comments regarding extent graduate school has helped recipient

My courses in reading have helped me in my teaching on first grade level.
Increased salary level. Information gained from science course has been very beneficial.
Slight salary increase, more prestige, more secure in own ability.
Helped me be more qualified than applicants with just a bachelor's degree.
Opened several doors as to opportunities to teach advanced level science courses, meteorology, physics; allowed me to attend several workshop and field trips.
It has provided a means of broadening my educational ability in teaching. It has also given me a certain degree of prestige.
Some in professional theories and application, but very little in practical teaching knowledge for my speciality.
None, I am currently a law student.
I learned more in graduate school than in undergraduate! As a first grade teacher my reading courses are very helpful!
The M.Ed. polished my previous qualities in instruction and classroom psychology, I also believe that my M.Ed. acts as an insurance for future job possibilities.
I feel much more confident of my abilities and of myself as a person.
Salary increase, Greater knowledge of subject.
Some influence.
Obtaining a teaching position, in that I wanted to teach in Bryan or C.S. and not Houston where I was from. It is very difficult to get a job teaching in a small college town.
Still in graduate school.
None, as far as promotion is concerned. Bryan ISD ignores the graduate degree with the exception of salary increase.
Helped me get acquainted with other teachers and Profs. More knowledge in the field.
It has helped me become aware of more of the child's needs and how to work with them.

Considerably. Made me more aware of a greater array of information and tools to solve problems.
Presently, I'm rearing a family however, I do intend to return to the teaching field eventually in a reading supervisory role hopefully. I taught Math and Rd. immediately after I got my degree.
I am continually using skills learned in graduate school.
An increase in yearly salary of $600 at Kilgore Community Col.
Additional and more skillful training.
I have become more skilled and knowledgeable in my subject area and am better able to accomplish my job.
Without graduate school, I would not have the present position.
Graduate school gave me a better understanding of the total school picture. It helped me to learn more about my area and how to apply these new skills effectively.
I was helped greatly by being able to use the library facilities

and do research on problems I encountered in any classroom teaching.

I would not have this position without a graduate degree! Graduate school was the necessary step forward in attaining a goal.

Excellent.

Knowledge of tests and testing construction has helped to developing a testing program. Graduate college gave me source from which to draw from.

A great extent. The Principal who hired me preferred teachers with the Master's.

More than any "here-is-a-teaching-method-you-use, was the confidence in feeling that I made it in graduate school so maybe I could make it "on the outside"!! (I have, too!)

Strengthened my classroom teaching skills particularly in helping slow learners.

It has aided me greatly.

Preparation for implementing competency-based curriculum. Better understanding of the system of education. I would hate to experience the frustration of the past 1 1/2 years of teaching with only my BA knowledge of education.

Client relationships determination to get results.

Increased salary; greater understanding of the functioning of public schools, the problems and the future.

I am not currently employed.

Opened some new areas of interest,now I am qualified to pursue these areas.

None - 2

Educational Curriculum and Instruction - Masters Degree

Item 8 - Comments regarding Strengths of Program

Reading - diagnosis and remediation.
Science Classes, especially Geology, Library, Interest in my success by certain faculty members.
Curriculum development, microteaching
Microteaching, special "problems" courses that let you study your own interests and areas.
Very helpful rapport.

The availability of services and equipment was beneficial to the learning process.
Psychology - individual testing courses, curriculum development course, and patterns of learning course. Teaching analysis course was helpful in letting me find my own weaknesses.
Microteaching was very useful.
Reading, Early Childhood, Demography was very interesting.
Curriculum Planning, Microteaching, Psychology, Testing and Evaluation.
I was most impressed with the Math Dept. for his unselfish help.
Very effective teachers, good selection of courses, Excellent facilities, small classes, availability of TV's to show how you perform and other materials as in the reading room.
Early childhood, parent involvement, curriculum development; skill: researching.
The majority of the faculty really took much more of an interest in a student than I had ever expected, especially after going through U.T. for my B.S.
Working as a graduate teaching assistant helped me to expand my own knowledge as well as to develop more refined skills in human relations.
EDCI 608 Supervision, EDCI 644 Curriculum Development.
Becoming acquainted with new ideas and people in education.
Courses in major field study. Kindergarten(s) undergraduate--very good.
Assistantship directly relates to my specialization and gives opportunities for application of skills.

The reading laboratory and clinical work is a most valuable tool for a reading specialist and other Elem and Secondary Ed. majors. Research work and presentation of research.

Very good reading instruction.

Research in library.
The availability of the professors was certainly an aid. The reading program was very helpful.
the reading department was most helpful in providing the content needed for reading supervision.
My program required research skills that enabled me to leave a good foundation in my area. Because of this I was able to know where to look to help solve some teaching problems.

Problem courses where I could do library work and consult with my advisors.

Close relationship with Professor - ability to work in department with position and responsibility.
My committee chairman was most helpful. The reading courses were excellent, reading lab a "must" for practical application.
Ratioal, objectives and goals supervisor role.
CLINIC - Reading.
The micro-teaching on video; the science of Ed. Phil.
Closeness to graduate faculty (at least, as a GA, I felt this) willingness to help; for the most partl knowledgeability on subjects taught.
Practical experiences in classroom to apply skills taught in lecture - Projects of a practical and useful nature.
Early childhood courses aided me most,

Curriculum planning and writing; Methods for teaching English; Supervising student teaching; Teaching microteaching skills.
TAMU Administration.
Courses which focused on current issues were extremely relevant; curriculum construction courses were useful; small size classes were excellent and allowed for a greater exchange of ideas; Educ. Psy. 602 was excellent.
Nearly every course was well-taught and challenging. The professors were usually very approachable.
None - 2

Educational Curriculum and Instruction - Masters Degree

Item 9 - Comments regarding Weaknesses of Program

Many education classes proved to be almost a total waste of time in so far as proving to be practical for the classroom teacher. Also, certain professors were not as effectual or prepared as they should have been.

Ineffectiveness of (E. Psy) in Ed. Psy 602. Otherwise the graduate program with what I was involved in had no weaknesses.

There was not nearly enough laboratory work in applying theories and teaching techniques. What I did have was hurried and sloppy.
The duplication of courses I was required to take concerning certification and the masters program.
English as a Second Language,
EDCI 638 needed to be restructured to include more professor's guidance and involvement.
Some of my graduate courses were too philosophical--I have a need for concrete, skill building courses.

Unavailability of advisors and often brusk farce of orals.

Inconsistencies within EDCI dept. as far as style of writing objectives.
Some profs apparently haven't been in the classroom recently,
Some of the required courses were boring and time consuming.

Would have liked a stronger emphasis on different teaching techniques to meet selected audience needs.
I really didn't feel that a Sociology general course I took was as beneficial as time I could have spent in another field or a more in depth Ed. course could have served.
Did not like teacher analysis course.
Not any from the Masters Program.
Certification of supervisors needs to be tougher,
None of the content areas detracted.

There needs to be more actual work within the school area (more training in the classroom) so future teachers can see what they will find in a school system.
Courses that stressed theory and ideal teaching conditions instead of actual teaching conditions.

Research and library sources, weakness in laboratory,
Some of the education courses were "busy" work-- and have not been helpful.

coordination on degree plan; as a result of poor planning, I am taking repeats of courses at SHSU in order to get an admin. certificate.
Lack of money to update reading lab facilities. Problems with degree plan.
Social studies with Dr. - I felt the grading was unfair; the political sci. requirement.
Sometimes too theory oriented - Agreed - Theory is important for overall grasp but it's the last thing to be used out here in the boonies!
Repetition exists in content area of several early childhood courses.

I wish someone had insisted that I take a reading methods course. That is such as a basal reader for any teacher in a large city public school system (regardless of content area).
The diagnostic reading course I took seem unorganized.
Some courses still rely on total memory (recall) the kind of course that gives education a bad name.
None - 11

Educational Curriculum and Instruction - Masters Degree

Item 10 - Comments regarding Needed Changes in Program.

More courses on learning problems and disabilities.
All teachers, including secondary, need to be able to use their subject material to teach their students to read, so I would recommend that most degree plans include a practical course in teaching reading through your subject matter. All courses should be more practical with emphasis on classroom application.

More social studies methods type courses designed for graduate level--more emphasis on teaching high school classes and not just elementary.
Maybe more stress on problem solving strategies in EDCI courses. Analysis of problem of what tomorrow's student really will need as far as basic fundamental knowledge is concerned.
More practicums in the field of study.
Replace many overview teaching courses with ones specifically related to teaching field. Require "Patterns of Learning" course for all degree candidates. It aids a teacher in understanding how a student learns, so that she can adapt her presentation for each student. Add more laboratory courses to degree programs.
(1) Student teachers should not have graduate students as coordinators. (2) Fewer philosophically based courses. (3) More technically oriented programs i.e., achievement tests analysis (findings, validity of findings, biases, etc.)

A statistical background course should be included in the requirements for an advanced degree.
A course should be added on failure in the school -- what causes it, what it might mean in the future and what comprehensive tests for graduates would change, if anything.
A better program in teaching reading methods.
Cult. found. of Educ.; anal. of tch. behav.; need for more practical applications in strat. for teaching the disadvan.
I think courses in Remedial Math, i.e.,... in many areas... EDCI developing objectives, diagnosing strengths and weaknesses and then discussing, describing, observing techniques used effectively to help a remedial student progress more rapidly and in an efficient way... as opposed to a 5th grade student being instructed in a 5th grade math book and can't add or subtract.

Science methods courses need to be added. Graduate level Ed. Psy. courses need to be available to the "working" teacher.
Added-methods in various fields,--more help in coping with discipline.
I'm not sure the oral exam was necessary. More courses could be added for more of a variety and more classes during the summer.

Need to have more courses relating to research in education. Statistical methods, research designs, etc. The courses available are not enough background in comparison to other doctoral programs.(This individual currently in doctoral prog.)

Think you have a good strong program. While I feel confident changes will be made as needed, I think "new" students could benefit from more intensive counseling prior to entry into a program. Clarification of student goals and the options and alternatives available to them would be mutually profitable.

More practice (field) courses need to be stessed along with possible case study situations in lower levels to get the student out in their (his or her) intended field sooner.

Some statistics should be required of all masters candidates.

Place more importance on practical application rather than theory. I thought the Masters program was well handled and the expectations were reasonable. I am at present enrolled in the Ed.D. program and have not, as yet, found it to be as good as the M.Ed. program. Perhaps it will improve! There is too much emphasis on "hoop jumping" e.g., qualifying exams, pre-lims, proposals, oral, etc., etc., -- too little on learning.

More reading courses taken by all education graduates.

In the future I hope a program is developed whereby a graduate student without a credential can obtain one without giving up employment to student teach.

I feel very strongly that all EDCI majors should be required to have at least one reading course, as it is the heart of education.

None. I must say I enjoyed my graduate program at A&M. I waited until I was 45 years old to start it, but I really was treated wonderfully by nearly everyone at A&M.

I will long remember them for the tremendous help they gave me.

Learning Theory - added,

Keep up with certification requirements of state education. Unique degrees in education, improve lab experiences and education department.

Methods courses for graduates should be a requirement in relation to supervision. Secretaries in change of forms, degree plans, etc. should be better informed, more agreeable, loyal to their employers,--in general, my greatest frustrations involved the women in clerical positions in the Education dept.

Revise supervisor/admin. plans.

More programs or courses on and for the young child. More extensive training in pre-writing and pre-reading skills.

Social studies needs to be divided into Elem. and Secondary as two separate course offerings.

Stress actual teaching experiences: dealing with new educational programs; teachers rights; strategies that work in the classroom of today, not just on paper!!, a sharing lab-experienced teachers meet with inexperienced - share shattered illusions, workable solutions, activities, joys.

Would have liked to have had more reading education courses than those not seeking reading certification could have taken. Certification courses seems to go "beyond me" quickly. On the whole, I was happy with the program I participated in.

More classes concerning classroom management and reading courses concerning application in classroom.

I should have taken more methods in a specific content courses (in and out of the school education); however, I do not regret taking any of the courses I did.

Need to get away from specialization and encourage interdisciplinary study.

I enjoyed the special topics courses very much. Would also like to see several 3-week type courses offered on campus in the summer sessions aimed at public school teachers who must fulfill a district requirement of returning to get college hrs. credit. This would be a great service to them and a way to provide input of current educational innovations into the public schools through experienced teachers. I also think there is a definite need for a course in public school law aimed at the teacher. With the terrific legal aspects of education which have developed so quickly, a public school teacher needs all the understanding he can gain concerning school law.

None- for my purposes. I received training in speaking and writing through my English courses. The second half of the supervision course was excellent - the first was not.

None- 4

Educational Curriculum and Instruction - Doctoral Degree

Item 1 - Listing of Membership and offices held in professional organizations.

AERA, Amer. Math. Society, Math. Assoc. of American, National Council of Tchrs. of Math.
Phi Delta Kappa, Texas Technical Society, Amer. Tech. Ed. Assoc., Adult Ed. Assoc. of the U.S.A.
Texas Assoc. of College Teachers, Am. Ed. Research Assoc., Texas St. Hist. Assoc., S.W. Phil. of Ed. Society, Assoc. for Sup. and Curr. Dev.

AAAS, Texas Acad. of Sci., North Texas Biol. Soc., TSTA, Kappa Delta Pi, Phi Delta Kappa, (V.P. of North Texas Biol Soc., 1976 and 1978)
Academy of Criminal Justice Sciences (Various committee Assignments) Assoc. of Texas Law Enf. Educators (2nd V.P. Committee) SW Assoc. of Educators, Kappa Delta Pi, Texas Police Assoc., Criminal Justice Research Soc.
STAT (Regional Chairman), TSSA (Chairman, Membership comm.), NEA, TSTA, NRCC.
Association for Supervision and Curriculum Development, Teacher Junior College Teachers Association, Science Teachers Association of Texas
AERA, Phi Delta Kappa, Kappa Delta Pi, TSTA/NEA, Tex. Council of Adm. Ap. Ed.
ASCD, TASCD, N Science TA, TA Science T, TA Science Sup., N. Math, TA.
NEA/TSTA (Secy of local), CEC/TAG, NAGC, ASCD/TASCD
American Vocational Association, National Agr. Sup. Assoc., Voc. Agr. Teachers Assoc. of Texas, The Texas Voc. Technical Association, Texas State Teachers Association Phi Delta Kappa.
N.Y. State Science Teachers Assoc., National Science Teachers Assoc. NEA, National Assoc. for Research in Sci, Teaching, National Assoc. of Educators of Science Teachers N.Y. State School Admin. Assoc., N.Y. Sect of AAPT.
Texas Science Teachers Assn (President), TSTA/NIA/Deer Park E.A., ASCD-TASCD, NSTA-NCTM (Science-Math-National), San Jacinto Council of Teachers of Math, Houston Area Science Teachers Association, Texas Science Supervisors Association.
AMS, MAA.
TACT, AAUP, AKD, TSTA

None - 1

Educational Curriculum and Instruction - Doctoral Degree

Item 2 - Listing of Publications -- journal - date

"Fibonacci Numbers," Mathematics Log, 1972

"Settling the Great Plains: A Teaching Unit", The Clearing-house (to be published--accepted)

"Cell Concentration and Osmotic Potential of Plant Tissues," NABT, Feb. 78

Some Comments Concerning Police Officer Selection, Proceedings: Law Enf. Prog. Enhancement Project - McNeese St. Univ. 1977.

"Law Enf. Education: A Prescriptive Approach," Texas Police Journal, Sept., 1977.

"Dichot. Grading," Ed Yearbook, 1975.

"Scientific Literacy," Science Teacher

Handbook for Teachers (Gifted and Talented Ed), TEA, in progress (Chairman of subcommittee on chapter about differentiating curriculum)

"FFA Contes Program in Texas," Ag.-Ed. Journal Feb. 1978.

"Learning for Mastery vs. personalized system of Instruction," Journal of Research in Science Teaching, Dec. 77.

None - 7

Educational Curriculum and Instruction - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Board of Directors, Abilene Zoo.
"Educator of the Year" by the Negro Business and Prof. Women's Club--Palestine, Texas.
President, Texas Science Teachers Association.
None - 13

Educational Curriculum and Instruction - Doctoral Degree

Item 4 - Listing of Presentations

"Behavioral Obj", Edinburg Schools Inservice,
"Games/Simulation" Edcouch-Elsa Schools Inservice, June 77
"Abnormal Level of Brochydavin" TAS 3/77
"Toxicity Levels of PCB" TAS 3/77
"CMI in Biology," NABT, 9/77
10 others on various topics.

"The function of Univ. Ed. in C.J.," Assoc. of Tex. Law Enf. Ed., 6/77 "Police Officer Selection," McNeese St. U. Law "Enf. Prog., Enhancement Project," 11/76. "The Future of the University," 5th Quality of Life Conf., Sam Houston, St. Univ. 5/77.

"Concept Attainment," AERA, 1976; CPR, Am. Hist. Assoc., 1977, "Comtemp, Sci.," Sweetwater Fac., 1978.

"A Comparison of Reading Vocabulary and Reading Comprehension Skills Between Bilingual and Monolingual Czech-American Students." International Reading Assoc., Mar. 1976.

"Community Ed.," Sam Houston, 3/77; "Gifted and T Ed." U. of H 11/77; Inservice.

Only consulting on gifted/talented education -- no formal presentation.

"Review of Research on FFA Contest in Texas," St. Vo-Ag (Dallas Teachers Convention, 8/3/77; "Civic Responsibility," Annual Civic League, 12/18/77.

"A Comp. of Effectiveness of Mastery Learning Feedback Systems," Nat. Sci. Tea., April 76; "A Physics Learning Center: Self Paced Ind. Inst. in Tech. Sci.," Nat. Sci. Teacher., Apr. 77; "A Comp. of Mastery Learning Feedback Systems in Chem.," AERA, Apr, 77 "PSI at NTID/RIT," AAPT, Oct. 77.

Address-Conference for the Advancement of Science Teachers San Marcos, 10/77; Speaker, Science Section Meeting, TSTA, Dallas, 3/78.

None - 6

Educational Curriculum and Instruction - Doctoral Degree

Item 5 - Title of Dissertation

The Relationship Between the Number of Attributes and the Number of Moves in Conjunctive Concept Teaching Strategies.

The Relationship Between Selected Personality Factors of Unskilled, Skilled and Professional Workers in Waco, Texas and Their Participation in Continuing Education .

The Citizen Factories: Americanization of Mexican Students in Texas Public Schools, 1920-1945. (Historical)

The Relationship Between Learner Modality Preferenced and Achievement.

An Investigation of Massing vs. Spacing of the Student Teaching Experience with Respect to Attitude Modification, Classroom Performance and the Prediction of Success in Student Teaching.

The Effect of the Perceived Role of a Model on the Learning of Operational Police Officers.

Concept Attainment of Three Biology Concepts in Selected Grades K-12.

The level of Concept Attainment of Three Biology Concepts in the Fifth, Eighth and Eleventh Grades.

A Comparison of Reading Vocabulary and Reading Comprehension Skills Between Bilingual and Monolingual Czech-American Students.

Scientific Literacy: Basic Concepts, Skills and Attitudes.

The Effect of Three Noise Levels on Task Performance in Mathematics by Individuals and Small Groups of Fifth Level Children.

An Assessment of the Texas FFA Contest Program as Perceived by Secondary School Principals, Parents, Current FFA Members and Teachers of Vocational Agriculture.

A Comparison of Feedback Systems Affecting Achievement in Mastery Learning.

The Effect of a Future Oriented Energy Unit on Student Cognitive Achievement and Attitudes Toward Science.

The Development of a Likert-Type Attitude Scale for the Measurement of Attitudes Toward Mathematics.

A Study of Teacher Influence and Pupil Achievement in a Public School District.

Educational Curriculum and Instruction - Doctoral Degree

Item 6 - Comments concerning Research Preparation

None - 8

Of all the faculty with which I had opportunity to interact only 3 had a significant contribution to my present status and philosophy of life.

There needs to be additional information on how to publish, what form, where to send papers, etc.

More application earlier -- hands-on experience along with the theory. 6 hr. blocks: 3 hr. theory and 3 hr. application.

I feel that taking the research option to the language requirement was an excellent decision! I now have an excellent background in program design and evaluation which is very valuable! One of the tasks I enjoy most is writing grant proposals.

The course in Research preparation should come early in the student's degree program. This process would allow the student to carry his research along with the degree program courses.

Emphasis on derivations presently is OK but place increased emphasis on applications.

It would be helpful if one of the basic statistics courses in the Stat Institute were oriented toward the social sciences, i.e. Educational Statistics, instead of its agricultural approach.

Too much overlap in the course material in Education courses. Much valuable information but too often the presentation was of poor quality.

Educational Curriculum and Instruction - Doctoral Degree

Item 7 - Comments regarding extent graduate school has helped recipient in present position.

A broader view, greater knowledge, increased my self-confidence.
Made advancement possible.
It has opened up a whole new vista in higher education. Feel more confident and competent.
None -- except increased prestige.
Very little as far as the grad. education courses, but that has more to do with my present position than the quality of the courses.
Very much.
I feel quite qualified and comfortable to handle the demanding position which I now have.
It has aided in my promotion to department chairman. It has allowed me to make needed curriculum changes.
Prestige: proposal writing for funds, professional writing for project products, writing of criterion-referenced evaluation designs.
Substantial:
The generic curriculum course work coupled with focus on evaluation and a natural ability to write is invaluable.
To better understand the educational processes as they relate to my position and society in general.

Promotion to District wide position in research and supervision.
The mathematics courses I took were of considerable help.
Very much.
None - 1

Educational Curriculum and Instruction - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

The courses in EDCI helped me to appreciate the area of education and have a greater respect for it. The courses were beneficial.
Good Instruction.
The high level of scholarship of the faculty is most noteworthy to me.
Total departmental cooperation on research-dissertation project--including statistical supervision.
Courses that had content and were structured such that this content could be learned.
The quality of services provided by my chairman and committee were of the highest.
The excellent though accidental use of the computer and program devleopment.
Learning Theory, instructional theory, curriculum theory have aided a great deal. The major strength was the excellent professors.
Dissertation field research writing, research design, statistics, curriculum development.
Research and Evaluation. Scholarship and critical thinking.
Believe it or not, the Sociology course in program evaluation was most helpful! Also,

The services and dynamic concern for the student as exhibited by the administration, teachers, and graduate advisory committee members were beyond question.
Internship and research program.
courses in learning theory, Instruction, curriculum design. help in statistics for educational research.
Personnel in math dept., library facilities.
The Combined program.

Educational Curriculum and Instruction - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

The requirement of 16 semester hours per semester for Graduate College Fellows precluded in-depth pursuit for studies suggested in the course work.
Courses that were little more than "gab" sessions where everybody could share his ignorance with the others.
Was fortunate to have experimental design. Not all my colleagues were as fortunate.
There was a minimum of testing and measurement in the core curriculum. I feel a core course is needed.
Course in the use of media in teaching.
Course requirement outside college of education.
Statistical applications were not enlarged upon sufficiently.
Long delays in receiving comments on dissertation chapters.
None - 7

Educational Curriculum and Instruction - Doctoral Degree

Item 10 - Comments regarding Needed Changes in Program

Require more statistics of all students.

I am satisfied with the program.
Computer course would have helped me. Clearer definition of, and better integration with Public School employment.
EDCI majors should be encouraged and allowed to take as many courses in their major area (science, math, etc.) as possible.

1. Application in computer programming and debugging.
2. A course that discusses significance of statistical outcomes. I feel that my work at A&M prepared me very well for the position which I now hold. I feel quite confident in my job.

1. Add a core course in testing and measurements. 2. more detail on how to publish, we are well trained for the dissertation but I feel a need for the next step publication.

Early in the course work, a course to help select a dissertation topic enabling the student to utilize subsequent course work requirements to focus and strengthen his/her area of research.
Requirement of 5-10 years experience working in education before doctoral program. Courses to be added Grantmanship, Federal Programs, Affective Education.
Add courses in educational program design and evaluation. Continue to require practical statistics and computer applications. Prelims should be given (as now occurs, I believe) early in the doctoral program to provide real guidance and assistance to the student. Submitting papers for publication and/or presentation to professional groups should be required. It teaches self-discipline more than a term paper.

1. Add courses in Practicum related to the area of study
2. Secure at the beginning of each semester a list of non-credit Seminars in each Department of Education for each student in Graduate Education and require each student to attend at least one in each Department each semester. This would provide a broader contact and allow for interaction of students, etc.

More research design and applications courses.

So much emphasis is placed on the teachers to conduct research that they have no time for their students. The first thing a student learns at TAMU is that the last person to go to for help is their teacher. (of course there were some notable exceptions, )
None - 4

Educational Psychology - Masters Degree

Item 1 - List of Membership and offices held in professional organizations

NEA, TSTA, Bryan Education Association
TSTA, BEA, NEA, CEC
APGA, ASCA
TSTA, CSEA, VHTAT, AHEA, BUHEA
Tx. Classroom Teachers Assoc., Brenham Classroom Teachers, Tx. Speech and Hearing Assoc.
NEA, TSTA
TCEA, CEC
Houston Assoc. of Mexican Am., HPGA, Houston Assoc. of Bilingual Educators.
Phi Delta Kappa; Kappa Delta Pi, Mu Chi Chapter, 1978-79; National Association of Student Personnel Administrators Advisory committee, Region III (1976-78) Editor of Region III Review (1976-78) a sixteen-page newsletter published three times yearly; Texas Association of College and University Student Personnel Administrators Publications Committee (1976-1977); Southern College Personnel Association; Southwest Association of Student Personnel Administrators
TSTA, NEA, CTA
Texas Assn. of Realtors.
NEA, TSTA
Houston Teachers Assn., National Education Assoc., TSTA
American Nocational Assoc., Voc. Hm. Teachers Assoc. of Texas, Texas Voc-Tech Assoc., Assoc. of Texas Educators, Delta Kappa Gamma.
APGE, TVGA, ASCA, NEA, TSTA, Local Ed. Assoc. (Milam County) Rep to Regional Coun. Membership Committee
NEA, NSTA, TSTA, APGA, TPGA
HPGA, HTA, TSTA, NEA, HATA, Nat'l Art. Ed. Assoc., HAME
JCSPAT, TPGA
AFGA
HTA, HAMAE
GCVAA - Past. sec., TCGA, TPGA, TVCA
Assoc. of Women, Deans, Administrators and Counselors.
Council for Excep. Child. - Local Sec., Texas State Teachers Assoc. on Dist. Committees and a local Assn. president, National Ed. Assoc.
TCFC, CEC, TAED (State and Region IV) past President, Reg. VI, PTA, TSTA, NEA, Tx. Sch. Psy. Affiliates.
TSTA/NEA , CEC (Divisions DCLD-CEDS), Phi Kappa Pi Kappa Delta Phi. TAED & CAED, (Captior area Ed. DRES-Elect Diagnosticians) U-Pres.
American Psy. Assoc., American Personnel and Guidance Assoc. American Assoc. on Mental Deficiency
American Psychological Assoc. (student)
TSTA, CEC, Publicity chairman
TSTA, NEA, TALCD, TAED
TSTA, Executive Committee; Nea, District IV; HTA Human Relations Comm.; HACBE, TABE, Chairperson.

Educational Psychology - Masters Degree

Item 1 - (continued)

Texas Assoc. of Educational Diagnosis - Houston - Met Chapter
Hospitality Chairperson; ACDL, NARC, CEC, TSTA, NEA, TCTA
AATSP, TFLA, HTA, TSTA, TCTA, NEA
TSTA, NEA, TEPSA
Council for Exceptional Children
NEA
Texas Classroom Teacher's - Pres. of local assoc.
TSTA, TCTA
NEA, TSTA, APGA, TPGA, TACES, ACES, PDK
HATFL, HAMLR, TSTA, NEA, HTA
TPGA, ATE, TAGE, Delta Kappa Pi, Phi Delta Kappa
HTA, TSTA, NEA, HPGA
TSHA, TCTA

None - 16

Educational Psychology - Masters Degree

Item 2 - Listing of Publication - journal - date

"An Observation of Assorted Behavior Patterns and Study Habits Displayed Primarily by Male, Undergraduate Students Druing Individual, Isolated Periods of Study at the Texas A&M University Library," The Texas Aggie, November 1974.
"Effective Non-Study Methods for College Students," College Student Journal, Spring, 1975.
"Musings of a Nepphyte Counselor," The Personnel and Guidance Journal, September, 1975.

None - 57

Educational Psychology - Masters Degree

Item 3 - Listing of Professional recognition and honors.

Started a nursery school at the First Baptist Church.
Phi Kappa Phi.
Officer positions only, Brazos Valley Council of Ex. Children - Sec./Treasurer, Burleson Co. TSTA - V.P. and now President.
Alpha Delta Kappa (Honorary Sorority for Women Educators).
Teacher of the Month.
Academic Promotion.

None - 52

Educational Psychology - Masters Degree

Item 4 - Listing of Presentations

"Student Development: A New Approach to Old Questions," a paper presented to the Southwest Assoc. of Student Personnel Adm. Conference, San Antonio, TX, 1977. "Student Services - If We Don't Sell 'em, Who's gonna buy 'em," a paper presented at the 1977 Conference of the National Association of Student Personnel Adm. Atlanta, GA. Other publications include numerous phamplets, brochures, etc., which have been completed within the scope of my employment. I have also published some fictional works, thought peices, and book reviews.

"Behavior Theory Modification Training for TDMHMR Staff," 17 presentations, Parent Couseling Instruction, 3 presentations, Two weeks of instruction at Beaumont State Center.

"Accountability"- Public School In-Service 3/78

None - 55

Educational Psychology - Masters Degree

Item 5 - Title of Thesis

Affective education: Effects of Transactional Analysis Training on Seventh Grade Students.
Relationship of counselor personality variables to counselor job satisfaction.

N/A - 57

Educational Psychology - Masters Degree

Item 6 - Comments concerning Research Preparation

Less course instruction and more actual practice.
Weaknesses. More basis needed for assigning grades.
Atmosphere of "caring" not observed. Should be here more than anywhere else.

None - 56

Educational Psychology - Masters Degree

Item 7 - Comments regarding extent graduate school has helped recipient

I am currently unemployed.
As a public school teacher, I am able to counsel with individual students when necessary.
Some indirectly -- dealing with students problems and behaviors.
Other than personal fulfillment, not too much. I am not working in the teaching field, but rather have a political job.
Important factor in obtaining present position.
For a teacher, a masters increases your salary. (I went from elementary to special ed., which hasn't been viewed well by my principal.)
Psychology, per se, is quite helpful in the real estate business. Much of our work is listening and then analyzing.
Allows experiences which served as practice. Gave insight and background into problems to be encountered through reading and discussion.
As of this date nothing has changed since I began my studies at TAMU.
Presentation and content area skills.
Very little.
Adequate preparation for on-the-job tasks (In my field intelligence testing). Excellent preview of variety of tests.
A great deal - especially learning application.
A great deal!
Preparation only, but I have not yet met a situation for which my education had not prepared me.
It increased my salary and gave me a better understanding of people.
It has helped me tremendously in self development, and professional development.
Some knowledge, professional contacts, and some research experience.
I am substituting in the Ft. Worth I.S.D. Applying for a permanent position in the fall.
Positive attitude toward teaching.
I still don't have a job in that field.
Course offering, professor, fellow students - the association with all of these have added greatly to my ability to function in my position.
It helped me understand one area of higher education even though I am not presently working in student personnel administration.
Given me more salary, more job security, admission to Ph.D. program in EDAD, more career opportunities.

Educational Psychology - Masters Degree

Item 7 - (continued)

I have felt a marked increase in job skills, respect from colleagues and general level of education including receptive and expressive vocabulary. New job area opened that is much more rewarding.
Great extent provides expertise in psycho-ed. testing which is the major responsibility of present job.
A very few courses are helping me a great deal. Most courses were only tangentially relevant. The helpful ones were: counseling, testing, and research courses.
I have not seen any at this time.
I received my certification and training for Ed. Diagnosis in graduate school
Understand what I am doing and how to do it better.
Served "certification" requirements, provided theoretical background, maintained contact with faculty.
Monetarily and in understanding human behavior.
Broadened my knowledge base - EPSY. courses have helped me more in teaching than my EDCI courses in undergraduate school.
Substantially !
Helped me to obtain the job I have.
Having a master's from TAMU carries much prestige for the holder in the public school's eye (at least those I've come in contact with).
I have learned many more ways to help children with specific learning problems.
Raise in pay scale. Knowledge gained.
A great deal.
Broader base and perspective.
M.S. Degree required for position. Counseling techniques in EPSY program most helpful.
To a great extent.
Have been able to use some of the counseling skills I learned.
Awareness of public school problems; the many needs of students that are never met; the needs that teachers and other school personnel have that are never met.

None - 13

Educational Psychology - Masters Degree

Item 8 - Comments regarding Strengths of Program

Practicum in counseling and group counseling.
Behavior modification course knowledge being used in Right to Read program.
Work with special ed. programs and children outside the college.
Assisting with the counseling practicum
Internship with 4 hr. supervision per week in counseling center.

The actual amount of knowledge presented was large and I was exposed to many different programs.
Career education exposures, field experiencs.
Human development, Dev. Psy., Field work, Seminar on Field work.
Group dynamics, IDED courses.
Presentation and content area skills.
The courses which were most beneficial were those taught by individuals with secondary public school experience. Presentation of wide variety of tests, programs, familiarity with TEA requirements.
Early childhood classes
A very concerned teaching staff.
None of the courses have been useless, but those that dealt with interpersonal skills have been particularly helpful. Also, much was learned from the professors who related experiences they had as counselors. Coverage of counseling theory was excellent.
Statistics and testing both in PSY. and EPSY.
The teachers' attitudes toward the students and subject matter.
Seminars, groups, and any services which allow the students to interact with faculty.
Psy 624, 634 Excellent courses
EPSY 410 and 439 Excellent basis
EPSY 612 and 614 Excellent (need more individual feedback).

Practicum !
Interest faculty members showed in progress of students.
I had an excellent major advisor and several of my profs. were fine scholars.
Generally good program.
Graduate committee guidance, personal interest of EPSY faculty, high standards, emphasis on ethics and professional standards, requirement of familiarity and frofessional.
Strong in testing - program teaches how to test and use findings.
Counseling, testing, research courses and one course in the Nature of Mental Retardation and Developmental Disaibilties.

Educational Psychology - Masters Degree

Item 8 - (continued)

Experiential coursework, wide background of professors.
Lab school, knowledge of tests: administration and interpretation,

Friendliness of other students in the department. Everyone worked together.
Principal advisor excellent, faculty generally excellent, strong push for student publications.

Many course requirements and content structure were individually designed to help me with my specific duties.
Classes pertaining to working with LD students.
The summer lab working with children with learning disabilities. list of experiences to use as a reference for problem solving.
Being able to get actively involved with students in local schools.
Learning Theory and Psychology programs.
Personal contact with faculty.
EPSY courses. Faculty assistance and advisement.
A few fine faculty members and students participating and exchange of ideas. Open faculty in EPSY willing to help.
I had an excellent supervisor in Practicum I. He helped me learn more about counseling than any course or any other person. I was very fortunate to have him.
Courses with career orientation information counseling skills.
None - 16

Educational Psychology - Masters Degree

Item 9 - Comments regarding Weaknesses of Program

There is a greater need for actual practical experience and practice of counseling techniques.
Most EPSY courses offered little challenge, minimum effort required for their completion.
Not enough practical experience working with exceptional children
Statistics in the stat institute. Infighting among profs. Not enough emphasis on personality theory - clinical counseling applications.
I felt little was taught about teaching itself. Discipline and for Special Education - the area of public relations with parents and other teachers.
Methods of groups counseling practicum very disjointed in dealing with 3 professors and 3 greduate students.
Lack of follow up by advisor in field due to crowded schedule on professional calendar.
Practicum did not offer experiences which allowed maximum use of facilities.
Coursework in Emotionally Disturbed Area of Special Ed.
Not enough instructors with experience and expertise in the real world of public education. Too much philosophical theory.
Statistics, research and writing.
Library - could never get Research Journals - Missing or articles removed.
I have learned much useful information about test construction (std. test) and different ways of reporting results that should have been included in my 622 class.
Entirely too much grading done by subjective evaluation. It leaves too much room for unfairness.
Classes too large, too much emphasis on tests and grading and degree plan needs to be more individualized.
No practice in clerical counseling skills (scheduling, etc.).
Too much of the material asked on tests called for memorization and regurgitation of details.
Omit or offer another choice instead of testing courses. I need some courses in Special Ed. counseling since I have had to deal with my students in this area.
None that are attributed to EPSY Dept. Library services and general organization and helpfulness are appalling.
Broaden the programs in special education.
A tenured turkey in the Psychology Dept. His inability to teach clearly and get along with students are as great as his mastery of his statistical course work.
Restriction of required coursework, facilities for research financial support for student research.
Need to be able to evaluate more handicapped children, need more psy. report writing, need some counseling techniques, and need some clinical work.

Educational Psychology - Masters Degree

Item 9 - (continued)

Some professors were ill-prepared. They never seemed to get around to teaching what they promised. Some professors seemed to have a chip on their shoulder. They never ever wanted one to question their authority. Professors were always "so busy". They never had time to talk or discuss with their students.

I personally feel that my master's degree (in EPSY) was slanted perhaps too much toward counseling and guidance.
Dearth of courses available in student personnel work - especially for the part time student.
The comprehensive written and oral exams seemed almost totally unrelated and useless.
Not enough classes on different approaches to teaching LD students.
Not enough actual teacher/pupil contact.
Job Placement.

None - 16

Educational Psychology - Masters Degree

Item 10 - Comments regarding Needed Changes in Program

Courses in elementary counseling.
More practical work.
Advisor offered very little if any assistance in attempted thesis, especially in formal procedures and mechanics. Some grading done on empirical statistics rather than merit of individual work. Job placement assistance non-existent.
I wanted to get a related field in special education when I went to TAMU. However, once there, the politics in that area of the department scared me off.
I did not find statistics that necessary in my job although I needed it for graduate school. As a teacher I wish I had more things that were applicable to my job now, not just thoeries.
So many changes have been made since I started in the program (1972) that I know there is a much higher caliber of teaching and offerings available.
EPSY - Special Ed. Emotionally Disturbed. How to deal effectively with parents. Writing IEP's.
Hire people who have been there.
Possibly encourage more research at the Master's level.
I feel very angry every time I think of driving to A&M and a certain prof. in EPSY had not prepared class and we went to TJ's to drink beer. It was most aggravating to me.
More could have been done to prepare me for the daily chores required for counselors in the school setting. For example, scheduling and testing.
More practical information given on use of test information by counselors, and how govt programs use the results, and the professor should be more knowledgeable about testing practices in public schools of Texas. I learned more in a one day workshop by a test sales representative than in 3 weeks of my course, that is to say, more that was helpful to me.
The master's final is a poor tool. Because of the lack of guidance many of us did not have the courses necessary to do well. Several of the professors should be eliminated because of their lack of caring about students.

More in depth counseling practica, more small groups and seminars with grad. students and faculty discussing current issues, and more emphasis on internships.
EPSY 611, 615 and 613 No organization or instruction.

A course in scheduling would be beneficial for counseling students, especially if they will be going to work in the public schools.

Educational Psychology - Masters Degree

Item 10 - (continued)

In my attendance at TAMU - often long distance through Galveston off - campus classes, was quite rewarding all together. I would be competent to comment on strengths and weaknesses if I had been more involved in on-campus classes and activities.

Courses in EPSY in teaching mentally retarded children, add counseling courses for MR children, MR adolescent, and their families.

Addition of more courses in continuing education that are applicable to education diagnostics and programming and field of school psychology. All education departments need to keep closer contact with the "real world" of education including more public school experience background for college professor. Should increase lab and other services to public schools, more courses that require on-job experience for inexperienced students.

Broaden the programs in special education to include more handicapped conditions.

Needed are far more internship opportunities, APA Approval of Program, more funding and opportunities for paid work for graduate students, a more personable faculty and ABEP Psychologist on staff. Many other things.

More flexible program requirements, support for research - financial, and facilities (equipment).

Need to add courses in special education that give a practical application of methods and materials; scope and sequence of skills (academic, physical, and social) necessary in teaching speical education; organization and management of the special classroom and resource room; communications between the resource teacher and regular classroom teacher and parents.

AEE area "C". More in-depth interpretation of information obtained on standardized tests.

Lessen the teaching load. This may help give the professors more time with their students and accomplish tasks which they started out to do.

My preception is, of course, biased. I'd like to see more courses concerned with (and directed toward) higher education. I'd also like to see more emphasis placed on current issues and trends as well as the future of education - public as well as higher ed.

More emphasis on practical application (e.g. actual counseling).

A more direct emphasis on human relations would be helpful.

Career advisement.

Allow more flexibility in core subjects.

None - 21

Educational Psychology - Doctoral Degree

Item 1 - List of Membership and Offices held in Professional organizations

AERA, APA, Am. Stat. Assoc., National Coun. of Meas. in Ed. Phi Kappa Phi, Phi Delta Kappa
APA, BUPA
American Psychological Assoc., American Soc. for Clinical Hypnosis
NASW, AOA
Brazos Valley Psy. Assoc., Texas Personnel and Guidance Assoc. American Personnel and Guidance Assoc. American Assoc. of Marriage and Family Counselors
TPGA, APGA
APGA
TCGA
TJCTA
Amer. Psy. Assoc.
Amer. Psy. Assoc., Amer. Personnel and Guidance Assoc. National Voc. Guidance Assoc., All State and Local Affiliates.
APA, APGA, BVPA
S.W. Psy. Assoc., American Marriage and Family Counselors
S.W. Psy. Assoc.
APA, Psi Phi Epsilon
Amer. Psy Assoc.
Am. Psy. Assoc., Texas Co. Mental Health Assoc., South Texas Personnel and Guidance Assoc.
CEC, TASD, ACLD, AERA
APGA, Amer. Assoc. of Marriage and Family Counselors, TPGA
APA, TPA, APGA, TAGA, NEA, TSTA, CEC, Nat'l Assoc. of Sch. Psychologists.

Educational Psychology - Doctoral Degree

Item 2 - Listing of Publications - journal and date

Education, 1977; Psy. Reports, 1977, Resources in Ed., 1976
"Relation Between Formal Operations", J. Bev. Psy.
"Group Dynamic and Human Kinetics," Children Sports
"Reflections of Death", TPGA Journal
"Short term Car. Cnsl." Jr. Voc. Ben.6/75
"Customer Relations - Teleometrics," Survey Management
"Transactions Teleometrics, Audit Sales Transactions,"
Audit Telemetrics, 1972.
Adm. of Dialectical Span., Version and Standard Version of PPVT, Reliability and Validity of Alternate Forms of the Dominoes Test (Co-Author)
Int. Comm, Skills, 2 minor pubs - prior to that.

None - 11

Educational Psychology - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Outstanding Woman Faculty '76-77.
Licensed by state of Texas as Psychologist.
National Health Service, Provider, Licensed Psychologist in Texas.
Member: 2 APA committees for Div. 16, School Psychology.

None - 16

Educational Psychology - Doctoral Degree

Item 4 - Listing of Presentations

"Institutional Benefits," APLA
"Putting Covert TPGA, Sensitization into Your Counseling Repertoire" Oct/77
L.A. County MH services, Grand Rounds, Dept. of Ob/Gyn Cedarssion Medical Center, Inservice Training and Supervision/Adult Outpatient Psychiatry.
Car. Ed. TPGA 10/75, Basic Att. Skills TPGA 10/76
"Communication and Personal Growth" - Business and Professional Womens Assoc.
"LD and PL 94-142" - TV presentation,"LD and Visual Processing Radio Show,""LD Local PTA groups," "Reliability and Validity of Dominoes" NCME.
"Crisis Intervention," Beaumont Schools," Myths of Career Dev" TCGA," Uses of Relaxation," APGA.
"Marital and Int. Comm. Skills"- S.W. Psy. Assoc.

None - 12

Educational Psychology - Doctoral Degree

Item 5 - Title of Dissertation

Effects of Human Relations Training on Secondary Preservice Teacher. Philosophy of Human Nature and Beliefs about Disadvantaged students.
The Relationship between Creativity, Self-Concept and Counselor Effectiveness.
The Enhancement of an Individual's Support System as a Function of Group Participation, Psychological Needs, and level of Dogmatism.
Diagnostic Labels, Sex Sterotypes and Selected Counselor Characteristics as Predictors of Mental Illness Assessment.
Relationship of Locus of Control Orientation to Modeling Media as an Adjunct to Group Verbal Reinforcement Counseling in Stimulating Information - Seeking Behavior of College Male and Female Freshmen Students.
The Influence of Academic Achievement, Ethnicity, and Sex in the Risk-taking Behavior of High School Seniors.
Psychological Characteristics of the Underachiever: A Vocational Approach.
Maturity and Personality Growth in Community College Students.
A Comparison of Vietnam Veterans, Vietnam - Era Veterans, and Non-Veterans in terms of political alientation, purpose in life and life stress.
Effects of Counseling by Same and Opposite Sex Counselors on Career Maturity of Tenth Grade Students.
College Satisfaction of Mature College Woman.
Increasing Reading and Test-Taking Skills with Hypnosis.
The Effect of Client Authoritarianism on Client Ratings and Counseling.
An Examination of Personality Correlates Among Engineers, Teachers, Engineers' Wives and Teachers Wives.
The Effects of Personal Pretences for Conflict Management on Decision Quality Under Cooperative and Competitive Conditions.
The Impact of Highly Negative and Highly Positive.
A longitudinal comparison of the Wechsler Intelligence Scale for Children and the Wechsler Intelligence Scale for Children - Revised.
Creativity Among Four Groups of College Freshmen.
Interpersonal Communication Skills Differentiating more Satisfying from Less Satisfying Marital Relationships.

Educational Psychology - Doctoral Degree

Item 6 - Comments concerning Research Preparation

Too much "padding" of degrees occurs with 691. Independent research? Most profs when I was there had committees and fellow students do too much if not most of the work. Most TAMU Ed. graduates are not competent in stat.
Should be a requirement to submit a paper for publication.

Statistical presentation should be more oriented toward discipline of the particular student so that more continuity in application could be realized.

I would like to see research emphasized to approximately 33% of a doctoral program.
Participation in research and publications preparation, either sponsored, encouraged, or required by faculty would be the best preparation. Nobody kept me from doing research on my own, but when you are a fledging researcher , some faculty guidance (encouragement, sponsorship, or outright coercion) would have been helpful.
Dr. and Dr. were very helpful in research design and statistics. Dr. was an excellent advisor.

Contributions of Drs. and are excellent.
Acceptance of applied research designs of unique areas (i.e., hypnosis) with continued training in pure research methods to make applied research more reliable.

My preparation in research methodology was excellent. The stat courses would have been of more help had the content related to my interest areas, i.e., psychology and testing and counseling. I had difficulty relating to cows, pigs, and sorgum - not denying their importance in society.
Should be more emphasis to publish as students. Should be more co-authorship with faculty.
Have statistics courses needed offered with the department.
None - 9

Educational Psychology - Doctoral Degrees

Item 7 - Comments regarding extent graduate school has helped recipient

My committee let me down in locating a job. I was bitter for months about this. Otherwise, TAMU was the greatest experience in my life.
Given me the degree I need to get anywhere.
Without a Ph.D. I could not hold my present position.
I am not in profession for which I was trained at present. If I were, the graduate work was adequate.
It has been a tremendous asset, especially the program provided at TAMU.

To a great extent. I do not think I would have obtained the position I currently hold without the knowledge gained during my doctoral program.
Getting the position would be impossible without the Ph.D. degree, but assistantship and internship experiences were invaluable.
Has added some job security. Increase in salary.
Very little.
Great extent.
The Ph.D. degree elibibility for certification.
Substantially.
Research training provided an essential, and otherwise unattainable perspective for the clinical practice of psychotherapy (and psychological evaluation). Counseling courses provided exposure to many more theories and techniques.
Very much.
Supplied me with credentials to do my job.
I feel my preparation was above average and prepared me well for the state board exam and my present position.
Provided me with skills to teach and do research.
It has helped me to maintain a high level of professionalism in a relatively low level job. Training also a big help.
TAMU program has helped me a great deal although I came back to complete Ph.D. without knowing I would stay on the faculty.
None - 1

Educational Psychology - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

Stat, computer application ability to teach in EPSY, my assistantship with
Internship, field experiences.
Practica.
Counseling theories.
It appears to be more diverse and practical program than others (which I have knowledge).

Counseling, research, statistics, and exposure to administration in higher education.
Internships and experiences outside the department (Epsy) such as at the Academic and Personal Counseling Centers.
Epsy courses. Research design and statistics.
Research courses - specifically those with Dr.
All areas important.
Competent and friendly faculty.
Ability of dept. to allow me to deviate from proposed curriculum and find construction and supervision in areas of interest.
Research (and statistics). Counseling (esp. the practice-oriented courses).
Testing, counseling.

Increase in practical areas: Assertiveness training, TA and Gestalt work, Desentization experience. More internship experience.
Teaching undergraduate courses. Close association with faculty. Practical application as well as theory.
Counseling techniques, internships, availability of teaching opportunities and high level of professional activity of faculty.
Special Education/Counseling areas in Dept. EPSY. Access to computer services and statistical training. Interaction w/faculty was a definite strength.
None - 2

Educational Psychology - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

Most of the courses in the College of Educ . fail to provide a significant academic challenge. Many uf us resented blanket "A's" to students who did not deserve them.
Too much busy work (meaningless) in many courses.

Lack of money - but only during my last summer in TAMU.
Lack of opportunity to participate in faculty sponsored research and the subsequent publication preparation.

Lack of dynamic and theoretically active instruction in applied content areas.

Internship opportunities placement services.
Lack of intensive supervised work and course work in psychology as opposed to counseling .
Too much history and theory in lecture type counseling course and psychology minor.

The more applied the program the better. Fewer hours in the classroom and more in the field.
Having to take courses in which I was already competent.
At times, faculty seemed too overloaded to supervise doctoral studies. Perhaps more practical experience in field would help.
Library facilities and services.
None - 8

Educational Psychology - Doctoral Degree

Item 10 - Comments regarding Need Changes in Program

More measurement courses. A course in Advanced Exp. Design - maybe Epsy 638 and start where 637 left off. Courses in Education - EdAd 620 as it is terrible. Little is learned.
Need more hours of internship, field experience, practica, etc.
More practica would be helpful.
In counseling, even more emphasis on practice, less on research.
Addition of courses to interpret projective type tests to be used in counseling settings.

More research in statistics.
Statistics should not be taught by faculty from statistics institute, but by qualified faculty wihin the College of Education ( , , ). I did not find the institute courses particularly difficult, but they were not useful. More emphasis on computer applications and interpretation of resultant data would be helpful.
I enjoyed my doctoral work at TAMU and have recommended the program to others.

Course on development of private practice. Course on grant acquisition. Course on psychopathalogy. Course on intensive long term psychotherapy. Cooperative course with med. school psychopharmacology. Intensive case work with supervision from first year of residency rather than postponing practice and internships.
Reduce history and theory courses in Educ. Psych and counseling even more. Teach needed theory (in counseling) in practice settings. Advise counseling Psych majors to concentrate on clinical testing courses in their Psych. minor. Will prepare them to accept jobs in State and community mental health agencies - which generally do not distinguish between counseling and clinical psychology degrees.
The counseling program probably needs to be less school-oriented since not all graduates work in education.

I would suggest more internship experiences and fewer classroom hours. Also, I would have benefited from more applied work in assertiveness training, etc., as mentioned above.
Courses and content areas seem to be sufficient. Suggest giving credit for competencies obtained through experience.
More pre and post doctoral internships. Less leveling courses and more specialization in areas personally interested in. More of a choice as to preparation to do research or not. Perhaps Ed.D. would be in order then exclusive Ph.D. program.
None - 6

Health and Physical Education - Masters Degree

Item 1 - List of Membership and offices help in professional organizations

AABB; ASCP

Texas Professional Educators; Texas High School Coaches Association.
American Dietetic Assn.; Texas Dietetic Assn.; San Antonio District Dietetic Assn.; Texas Nutrition Council; Chairman of Food Administration Commission; Chairman of Consultant Dietitians Committee Member.
American Dental Hygiene Association; Am. Assoc. Public Health Dentist
TAHPER; NEA; TSTA
Phi Kappa Phi; Phi Epsilon Kappa
TAHPER; AAHPER; Phi Epsilon Kappa-Historian
Tex Assn for Health, P.E. and Rec. - 75-77 Board of Directors AAHPER; College Sta. Ed. Assn. - Bldg. Representatives TSTA; NEA
Assn. of Texas Educators; P.E.K.
TAHPER - Member; Texas Assn. of Gymnastic Coaches; N.G.J.A.
United States Lawn Tennis Assn., TSTA; NEA
Tx. High School Coaches Assn. NEA, TSTA
Texas Nurses Assn.
American Nurses Assn., Texas Murses Assoc.; Dist. #10, TNA-Past Sec., Bd. member; Texas Junior College Teachers Assn.
Phi Delta Kappa; Amer. Society Radiologic Tech; Amer. Registry Radiologic Tech; Texas Society Rad. Tech; Houston Area Rad. Tech.; Education Alliance - Texas Society Rad. Tech.

Delta Psi Kappa - President - 1975, Vice-Pres. 1974- Baylor; Phi Epsilon Kappa - Secretary - 1975, Treasurer - 1976.

TAHPER; Tex. Professional Educators; Tex. High School Coaches Assn.
A.A.H.P.E.R.; A.P.H.A.
American Society for Medical Technology - recent delegate; State Society for Med. Tech. and Local District - to state convention; South Central Assn. of Blood Bank; American Society of Allied Health Professions
Phi Dappa Epsilon, TAPHER, APHER, Women's Track Coaches Association, TAIAW (State Sports Director, Track and Cross Country)
None - 4

Health and Physical Education - Masters Degree

Item 2 - Listing of Publications - journal - date

The Role of A Consultant: Dental Hygiene Journal; 1976
Full Speed Ahead; Woman Sport; 1976
Circuit Training; Woman Coach; 1978
Figure Control, Prentice-Hall TAHPER, 1978
Psychology of Running; Symposium Proceed.; 9/77
Off-Season Tr. Pro.; Women's Coaching Clinic; In Press
Variability of Prac.; RQ; In Press
"Astrcturf is faster"; Athletic Journals; 1977 (co-authored)
Laboratory Findings in Rheumatoid Arthritis, Am. J. Med. Tech. July, 1970; Crossmatch Antigen-Antibody Reactions, Part i, Part 2, Tx. J. Med. Tech., 1977.
Cross Country, TAPHER, 1976
None - 19

Health and Physical Education - Masters Degree

Item 3 - Listing of Professional recognition and honors

First Assistant to Class A West Texas Coach of the Year
Coach of the Year
Certificate - Nurse Practitioner Training Program
Nomination from HOTCOG for membership Regional HSA
delegate - Tx. Society for Med. Tech. 1977
None - 19

Health and Physical Education - Masters Degree

Item 4 - Listing of Presentations

"Interrelationship between Sc, RA, and PMA;" SDAAHPER; 2/77
"Variability of Prac"; TAHPER: 12/77
"Var. and Amount of Prac.;" SDAAHPER: 2/78
"Many informal discussions about birth control and sexuality throughout 1977." Primarily to college-age groups.
"How Can We Educate Parents Too,"TAHPER, 12-77; Health Education at A&M Consolidated, Texas Admin. Conf. on Health, 3-78
"Blood Transfusion," Noon Lions, C.S., Feb. 1977;"Crossmatch Reactions"TAMU-Med Tech Club, Nov. 1977
None - 20

Health and Physical Education - Masters Degree

Item 5 - Title of Thesis

The Feasibility of Developing a Gymnastic School

Dental Health Education for a college curriculum.
Self Actualization and Athletes.
Interrelationship Among Reading Achievement, Self/Concept, and Perceptual Motor Ability in the Early Elementary Grades.
A Comparative Analysis of the Layout Back Somersault and Full Twisting Back Somersault in Tumbling.
Attitudes of TAMU Students to Sex Roles.
Construction of an instrument to measure Radiological Health attitudes - Thesis Comparison of Program Effectiveness in Selected School Rad. Tech. Dissertation - In Progress
Attitudes of Female Athletes Toward their Male and Female Coaches.
N/A - 16

Health and Physical Education - Masters Degree

Item 6 - Comments concerning Research Preparation

I am presently working toward my Ph.D. Undoubtedly areas of interest should be of concern in regards to how much Stat. and design an individual should have.

It seems that the greatest factor in doing research should be it's interest to the researcher and it's benefit to society. It's sad that most research does not meet either of these criteria. Perhaps greater awareness of these two things would improve the doctoral program.

Absolute need for grad. students to obtain computer accounts, rather than "search" for available funds.

None - 21

Health and Physical Education - Masters Degree

Item 7 - Comments regarding extent graduate school has helped recipient in present position

The HPE Graduate Program helped me to become more critical of myself. Also, the variety of view points of the teachers showed me what an effect their impression can have on a student.

None. I am presently living in a state, I am not certified to teach in and will not be here long enough to merit my certification.

There needs to be more emphasis on practical application and less on theory. It has raised my salary and opened up other job possibilities in education.

I feel more competent in my field.

In preparation for my consulting job and in having a higher degree.

Without my Masters I would not have my job.

My present position is a grad. ass't. working toward a doctorate, so it has played a significant role.

My M.S. has helped me understand my students better, has helped me develop a better program and has helped me feel more confident in my program.

A Moderate amount - Kinesiology, Physiology Health, Biology, Athletic injuries, acquaintances.

Salary, Understanding in my particular sport and reading research and interpretation,

Very little!

It has helped me to be more analytical.

Improved my image of ability; increased my ability to solve problems; helped me better understand the education process.

Up grade qualifications.

Earned credentials. Present field in great demand for graduate degrees. Background in Ed. Psychology.

I was able to obtain knowledge of my choice through the Baylor/A&M Exchange. My degree in Health Ed., I feel is more realistic and professionally oriented than an M.S. in Nursing would have been.

It has enabled me to acquire a position at Texas A&M in which I am extremely pleased and happy with my job. It is a very rewarding job!

The fact that I had a master's degree from Texas A&M , helped me - even though it did not correspond to my present job.

Methods and Research Skills.

It gave me the content background to teach health courses.

Salary!

Put me in the right place at the right time. Having a masters greatly added to my qualifications. It doesn't help me most of the time, but the physiology and Kinesiology is helpful.

None - 2

Health and Physical Education - Masters Degree

Item 8 - Comments regarding Strengths of Program

Research - a. requirements, b. formality; seminars; visiting speakers; problem courses.

Audio Visuals; microteaching
EDCI courses - the methods-research in PE dept.

Co-operation between departments.
Has given me a broad base.
Health methods; Physical education methods; EPSY, cultural aspects class.
Undergraduate advisor! - Kinesiology Physiology Health, Biology, Athletic injuries, acquaintances.
Research and critique of such-strengths and weaknesses.
Being able to talk with some of the young talented instructors who have not been rehired.
Emphasis on research.
Dr. .!
Methods of teaching, acquired skills in research and ability to read professional papers more objectively.
Basic statistical theory and application ; Also availability to funding, great faculty-student interaction at the graduate level.
Variety - choice of thesis-non/thesis. The ability to design my own degree program to suit my needs and desires in my field. Professors support of new and variety degree plans.
P.E. 601 - writings (Drug Education, Community Health, VPH--- 600 levels)
No Comment.
Methods and Research Skills.
Strong in directed electives out of the department.
Connection and Baylor College of Medicine, good advisor.
Statistics area, motor learning area, health area.
None - 4

Health and Physical Education - Masters Degree

Item 9 - Comments regarding Weaknesses of Program

Competition among teachers for recognition rather than greater care for their students; Students with assistantships having a greater closeness to what was happening and easier access to materials; Empathy and understanding.

Administration courses; limited knowledge about the field of dietetics.
Practical experiences (but that could be because I did not take the internship).

Not enough evaluation by those in program.
Lack of concentration areas, all courses appear to be foundational with little opportunity for depth.

Academic advisor - Graduate level - He could care less.
Too much pressure on publishing - not enough on scholastics.
Too much emphasis on who you know.

Poor profs., poor administration, poor rapport between students and profs.
Lack of courses offered.
Choosing courses from supporting fields was not very easy because of their descriptions in the catalogues.

None really - worth the stay. (almost) Enjoyed it.
Some of the professors were so into their own field that other majors in the same department were ignored.
I don't have any complaints. My graduate committee was very helpful in planning my degree.
No Comment
Unrelated classes which were required.
Needed more statistics, research design, and research guidance.
Allied Health ed. program needs closer correlation and medical community.
Physiology was weak.
None - 7

Health and Physical Education - Masters Degree

Item 10 - Comments regarding Needed Changes in Program.

1. Additions - a. business, b. public relations (one good course was taught) c. psychology - empathy for students.
2. Deletions - o Perhaps, I viewed the graduate school wrong because I entered hoping to improve my teaching ability. Instead research was stressed - I guess I was supposed to go into direct education; but I expected A&M to have such a refined program that research and refinement of teachers in their field should occur at the same time. I admit I am not a brilliant person but I will work hard for a worthwhile purpose. Perhaps I was a misfit in the program in which I enrolled. As stated before though, I did learn alot. Thank you for taking the time to care and improve.

More graduate courses in nutrition; course on technical writing, more courses with microteaching; course on communications; course on behavior modifications.
I felt my curriculium was well-balanced for a 1 year program.

More feedback for improvements that can be made.
Need courses with more depth. Also more demanding and challenging not with busy work.
For teachers, more time should be devoted to teaching new methods to use as opposed to all research.
P.E. 601 - Deleted or changed; not enough emphasis on developing the whole person!
More opportunities for research grants - higher pay for graduate assistants and more instructorships (Its hard to pay your way without outside help).
New Dept. Head; New Graduate Dept. Head, More Profs. who are concerned with students.

I felt that the program I had was arranged to meet the needs I had identified. The contact with faculty and staff at A&M was always beneficial and I thoroughly enjoyed the courses I had. It was a happy experience.
Yes - written doctoral prelims (which I passed) remain archaic. It promotes strict rote memorization and goes against every basic learning skill.
Allow more courses in the specific major rather than requiring classes to be taken in the department which do not apply to one's major.
None: I found that in planning a degree plan- one could take courses which applied to their particular field of interest. I feel that the required courses are necessary.
No Comment

Add Health Planning, Public Health and Statistics. Major departmental courses were all content with very little library review, research in the area, or teaching methods related to the content areas.

Allied health graduate teacher ed. program would be better suited in another college - medical, or separate allied health, rather than education.

Courses are fine but some could be greatly improved. Example P.E. 633.

None - 7

Health and Physical Education - Doctoral Degree

Item 1 - List of Membership and offices help in professional organizations

AAHPER
Beta Beta Beta - President; Int. Soc. Clin. Lab. Tech. - 1st VP, Board of Direct.; Amer. Soc. Allied Health Prof. Soc. Armed Forces Med. Lab. Scientists; Amer. Soc. Clin. Pathologists.
ACA (American Camping Assoc); Phi Epsilon Kappa; AAHPER
American Alliance HPER; Penna. State HPER; Phi Epsilon Kappa; Lancaster County Assoc. of HPE - Pres. 1978
Phi Delta Kappa; KY Assoc. HPER - Fac. Advisor Student Section; AAHPER KY Schol. Health Asso. - Board of Directors, Chrm. Task Force (cit.) Imp. Instruction; Lake Cumberland AHES-Executive Board Vice-President.
AAHPER; TAHPER; Phi Delta Kappa; Phi Epsilon Kappa; TACT
AAHPER; Recreational Boating Institute - President
Amer. Alliance of Health, P.E., Rec. - Chair. Elem. Sec. (Southern Dist.); Phi Delta Kappa; Phi Epsilon Kappa - Local Chapter Pres.; Council for Exec. Child.

Health and Physical Education - Doctoral Degree

Item 2 - Listing of Publications - journal - date

Too numerous to list - Total of 26 articles

"Not I", Physical Educator, 1975; Mark Twain and Dan Beard, Mark Twain Journal, 1976; Daniel Carter Beard: Pioneer of Outdoor Education, Pa. Journal HPER, 1977.
"A teacher's guide to divergent thinking and stuff like that" a review, Phi Delta Kappan, 56:217-18, November 1974.
"Vision screening and high school athletes: with Wm. Kahler, Texas Coach, April 1975.
"Cigarettes and the non-smoker" TAHPER Journal, 43:16, May 1975.
"A helpful and practical guide in drug education" a review Phi Delta Kappan, 56:285, December, 1975.
"A discriminate analysis of body-cathexis ratings of fitness groups" with T.G. Reeve and G.E. Elliott, in Abstracts of Papers Presented at AAHPER So. District Convention, March, 1976.
"Emergency medical services and consumer health education" KAHPER Journal, 12.9-10, May 1976.
"The effects of nandrolene decanoate on selected physiological parameters in male albino rats" Micro form publications, October, 1976.
"Health education: a multidisciplinary approach to professional preparation" KAHPER Journal, 13:20-21 May 1977.
"A survey of drug interactions" with E. Anderson, Health Education 8:46, May-June 1977.
"The effects of an anabolic steriod on selected parameters in male albino rats" with H.R. Crookshank and L. Ponder, Research Quarterly, 48:654-56, October, 1977.
"School health in Kentucky" with S. Bohenblust and Wm. Shannon, KAHPER Journal, 14:5-8, November, 1977.
"Educating the consumer about emergency medical services" with L. Ponder and R. Hurley, Health and Social Work in Press.
"The Church outdoor's" Church Recreation in Press.

Boater Performance Course, Canpe Publishing, 1975.
None - 4

Health and Physical Education - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Microform Publication of Dissertation, University of Oregon
Commendation - AAHPER/ASCSA
None - 6

Health and Physical Education - Doctoral Degree

Item 4 - Listing of Presentations

CE-A Management Resp. - New Eng. Hosp. Assem.; Personnel Mang. for Lab. Supv. - Mar. 1977; ISCLT 15th Ann. Mtg. June 1977; Perspective On Lab Soc. - ISCLT Tex State Mtg. March 1977.

I nave made over 20 presentations since completion of my graduate program.
Mobility Training in South Dist., Feb. 1978; Special Ed. P.E.; AAHPER, Feb. 1978; Playground Construction, Feb. 1978.
None - 5

Health and Physical Education - Doctoral Degree

Item 5 - Title of Dissertation

A Study of the Impact of Student Population on Selected Water Quality Paramters of Wastewater Effluent Discharge.
A Descriptive Characterization and Comparison of Blood Donors and Non-Donors in a Community Blood Program.
A Cinematographical Analysis of Three Selected Types of Football Punts.
The Life and Professional Career of Daniel Carter Beard: 1850-1941.
The Effects of Nandrolene Decanoate on Selected Physiological Parameters in Male Albino Rats.
The Effects of Cryotherapy and statis stretching on residual muscle activity as determined by electromyography.
Test to Measure Knowledge in Recreational Boating.
A Comparison of the Effectiveness of Two Methods of Teaching Selected Sports Activities to Third and Sixth Grade Children.

Health and Physical Education - Doctoral Degrees

Item 6 - Comments concerning Research Preparation

The topic should be nailed down at an earlier stage in most instances.
Require that the candidate publish before he can graduate,
None - 6

Health and Physical Education - Doctoral Degree

Item 7 - Comments regarding extent graduate school has helped recipient in present position.

Required degree; broad based Health Education; Begin from TAMU.

Prestige, position of respect, opportunity for advancement and salary.
Promotion, salary, status, knowledge of field.
Emphasized the need for long hours and continual study.
I have a better understanding of my role, with the course work being responsible.
Significantly.
None - 2

Health and Physical Education - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

Being allowed to work closely with students.

Instructors
Excellent faculty; flexible program to meet the individual's needs
Emphasis on Writing ( ) opportunity to work closely
with two faculty members on HEW grant.
Course work as well as the inter-departmental relation.

None - 3

Health and Physical Education - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

Some faculty - namely - I feel are not of the calibre that one would expect at TAMU,

Research equipment.

There are people on graduate faculty who have published little themselves. Practical use of computer not apart of course work.

Services of program advisor were weak in dissertation advising

Conservative attitude pervasive at TAMU.

None - 3

Health and Physical Education - Doctoral Degree

Item 10 - Comments regarding Needed Changes in Program

TAMU pays enough to get the best; I believe that this person could be replaced with a competent professional. Overall, my tenure at TAMU was a good one with good people in the H and PE Dept. namely: Dr. , Dr. , Dr. , etc.

Need for Athletic Administration Degree Program.
Seminar needs to do more to meet the needs of the students (Be a trends and innovations type course) Encouragement of collaboration with faculty research.
The changes that were needed have already been made.

None - 4

Industrial Education - Masters Degree

Item 1 - List of Membership and offices held in professional organizations

AECT Assoc. Educational Technology and Communications, TAET Tx.Assoc. Educational Technologists, AVA American Vocational Association, TVTA Tx. Vocational Technical Association, TIVA Tx. Industrial Vocational Assoc., Phi Kappa Phi
Kappa Delta Pi, A.O.P.A.
TCTA, BCTA, Phi Delta Kappa

National Education Assoc., Texas State Teachers Assoc., Pasadena Educators Assoc. (Economic Benefits Sub-Committee)
IOTA Lamba Sigma, Phi Kappa Phi
TSTA (Pres. Spec. Ed. Dist. 6), Phi Kappa Phi
Iota Lambda Sigma
AVA, TVTA, TXGA
TSTA, NEA, Texas Driver and Safety Ed. Assoc., Amer. Driver and Traf. Safety Ed. Assoc., Alamo Dist. Driver and Traffic Safety Assoc. (Secretary 1977-78)
Phi Delta Kappa, Iota Lamda Sigma, Epsilon Pi Tau, American Industrial Arts Association, Texas Association for Educational Technolgoy
NEA, TSTA, North East Teacher Assoc.(Faculty Rep)
None
TIAA, AIAA, BVIAA, Phi Kappa Phi, Iota Lambda Sigma

Texas Ind. Voc. Association (Pres. Area I), Phi Delta Kappa (Pres. Elect), Iota Lambda Sigma, Phi Kappa Phi, Texas Vocational Teacher Educator, Assoc., TSTA, AVA, TSCTE
American Instit. for Design/Draft (Sec 76-77)
American Voc. Assoc., Tex. Voc. Tech. Assoc., Tex. Industrial Voc. Assoc., Association of Tex. Educ., Bryan A.T.E. (Past President)
ILS
AVA, TSTA, Iota Lambda Sigma (Tres).
AECT, TAET, Correctional Ed. Assn.
AVA, TIVA, TVTA, TDTSEA. Coop Ed. Section, AVA (Chairman Research Comm., Membership comm.)
NEA, ADTSEA
American Driver and Traffic Safety Ed. Assoc., Texas Driver and Traffic Safety Ed. Assoc.
West Central Texas Industrial Arts Assoc., Regional Pres., Texas Industrial Arts Assoc. (Member, Leadership award comm) American Industrial Arts Assoc., Snyder Volunteer Fire Dept. (Asst. Secretary), TATS (local bldg. Rep), TSTA, NEA
TDTSEA, NEA, TSTA, HTA, ADDTSEA
American Driver and Traffic Safety Assn. (ADTSEA); American Society of Automative Medicine
TSTA-Life, TTS-Life

Industrial Education - Masters Degree

Item 2 - Listing of Publications - journal - date

"Appropriate Technology -- A World Perspective," Man/Society/Technology March, 1977. "Toward a More Humane Technology" Man/Society/Technology, December, 1977; others (mainly research proposals)

"Conserving Fuel," School Shop, 10/76

Ident. of Comp./School Super, US ofc of Ed., May 1977

"Designing Instr. Material," Industrial Education, Nov 76/Dec 76, April 77/March 77.

Bicycle Safety, TEA, 9/76

None - 23

Industrial Education - Masters Degree

Item 3 - Listing of Professional recognition and honors

Pres. TSTA Spec. Serv. Div., Asked to set up Accelerated Prog. at Cons. A&M Middle School.
Research Associate, For USOE Environmental Education Project (1977-1978); Training Associate for USOE Teacher Training Program (1976-77).
Phi Kappa Phi.
Newspaper Article
None - 23

Industrial Education - Masters Degree

Item 4 - Listing of Presentations

How To Individualize, Pasadena Public Schools In-Service, 1/28/78.
"How to do Murals with Elem. Stu", In-service CS-College Hills 1/77.
"Appropriate Technology" AIAA Convention, April 5, 1977; "Energy/Society" ERDA Work Shop, June 20-25, 1977; "Appropriate Technology", AIAA Convention , Scheduled March 2, 1978.
Voc. Ed., AAUW., 1/8/78
Current Coop Ed Research Proj., AVA, 12/77
"Motorcycle Safety Procedures" - 9th TDTSEA Conv., 4/75, Commentary Driving - #10TDTSEA Conv. 4/76.
"Bicycle Safety", ADTSEA-Miami, FL, 8/76;" Implementing a bicycle safety program,"Nat'l Youth Safety Congress, 7/76;" Implementing Motorcycle Safety Program," New Jersey Safety Council, Nov/77.
None - 21

Industrial Education - Masters Degree

Item 5 - Title of Thesis

Variables Affecting Appropriate Technology -- An Analysis
(Now working on D.Ed. degree at WVU).
N/A - 26

Industrial Education - Masters Degree

Item 6 - Comments concerning Research Preparation

From what I know of it, it seems to serve the purpose it was designed for.
Have statistics taught in the College of Education.
I specifically wish to point out the importance of emphasizing statistical application over derivation.
None - 24

Industrial Education - Masters Degree

Item 7 - Comments regarding extent graduate school has helped recipient

Directly beneficial in areas of AV services on Instructional technology.
Improved Teaching Methods, group discussion.
It gave me added insight.
None other than understanding problems of low-income families.
Helped to give a clearer understanding to the reason for and administration of Voc. Educ. in public schools.
I feel it will help although I am presently continuing my education,
None at present but it did help me acquire the position of setting up the gifted program last year at A&M Cons. Middle School.
Salary level.
Little except for certification.
A great deal. I feel more confident in my position, I feel capable of attaining a higher position, and I feel I do a better job presently because of Graduate training.
My masters degree in Educational Technology was career oriented and contributed to my professional growth and development.
The name TAMU itself has helped--meet my job and colleagues on a professional level.

Very much.
Has given me the opportunity to teach full time at the post secondary level of study. To deal with students on a more personal basis and utilize my skills to their fullest.

Higher pay.
Preparation for post secondary teaching.
As compared with colleagues from other institutions I feel better prepared due to experiences at A&M.

Very much! Especially the TTI annex. I am not now directly involved in Fleet Safety, but I hope to be in the future.
Enabled me to reach the doctoral level. Just another step in the road.
It has resulted in a modest increase in salary but most important it has opened up more alternatives for the future as I gain more experience.

Committee chairman was very poor in most respects. Only the paper has value.
None as of yet, but will soon.
None - 5

Industrial Education - Masters Degree

Item 8 - Comments regarding Strengths of Program

Each course was essential.
Curriculum Development, library activity.

Excellent personnel.
The support and ease of communicating with the faculty.
Having flexibility in my program. I feel that I was given an excellent preparation for teaching in the public schools.
Course work in EDAD.

I felt, in looking back over the courses I took in my graduate program, that each course had a value in preparing me for my present position and the possibility of moving into another safety related position.
Media specialist and communication technology, public relation and public speaking, teaching and curriculum Development.
Off-campus Resident courses.
Reasonable equipment and facilities, interested teaching faculty.

Industrial Education staff.

Association with other graduate students.
Grad. Asst. -- Excellent opportunity for learning.
Graduate assistantship had most influence on strengthening my experiences.
I am perfectly satisfied with the experiences and opportunities which I have had while a student in the College of Education at Texas A&M.
Learning how a quality program in Driver Education should be run -- the program in H.S. wasn't quality so I left to become a part of Liberty Mutual's quality program in Loss Prevention.
Had many opportunities to get "real-world" experiences during the Master's program.
All of the programs I was associated with were strong. Perhaps the most important strength is the willingness of the faculty members and committee members to help any way that they could.

Library; Professors in EDCI, Safety Education Internship.
I.Ed. Id.Ed. EPSY.
None - 6

Industrial Education - Masters Degree

Item 9 - Comments regarding Weaknesses of Program

Needed more references on Audio Visuals and Curriculum Construction in library. Library had no AV facilities except microfiche.

It's easy to teach wonderful concepts such as "individualizing" but it's more diff. to implement. More emphasis should be put on mechanics of teaching rather than theory.

Course work in EDCI.

Always in retrospect you can see some weaknesses. The biggest weakness I see is that my program as a whole did not go into enough detail in many courses. I feel I learned a lot but could have learned more in certain areas.

Research and professional writing, Problem solving and experimentation, Education courses are not challenging -- does not provide innovative thinking.

Faculty lacks extensive experience and knowledge from field work. Too short on work experience, too long on college teaching.

It is difficult to describe a weakness in a program of such excellent quality.

Repetition of material; taking too much for granted instead of teaching what is to be learned

Course content duplication in Hist. and Phil.

Graduate placement seemed weak to me.

Lack of placement in a quality program.

Many of the "upper" people did not feel the importance of grad. student input.

Major department was very weak.

I liked it all.

None - 13

Industrial Education - Masters Degree

Item 10 - Comments regarding Needed Changes in Program

Add library services. Need course in the process of putting together an Instructional package - from interview with Instructor to completion (including the print shop and packaging of AV materials).

Especially in the field of counseling. Vocational Counselor there was not near direct contact with students of the age you will be working with. Had I not been working as Voc. Counselor at the time I would have been unprepared.

Possibly, a student in my area should have some exposure to a statistics course and a more general OSHA course; plus, more exposure to other areas of safety. All in all however, I feel the background and experience I obtained at TAMU has been a tremendous benefit to me and to the people I teach and supervise.

More research and independent studies should be encouraged, Publication in National Journals should be encouraged. Convention participation and presentation should be encouraged. Seminars with outside multi-disciplinary speakers are needed.

More visiting faculty and off-campus training.

Add current trends in vocational education — Masters Degree in Vocational Education would have been more appropriate for me.

Some instructors preach as though they were the almighty: some need to get off the pedestal and get back to reality and deal with the student so that a positive atmosphere is a part of the learning situation. Perhaps some instructors need to look at the other side of the learning situation to see if they are effective in their ways, motivate rather than retard learning.

I feel that prospective students should be counseled by graduate students already in a similar program.

Investigate relevancy of Stat. 651 and 652 (course content and methods of teaching).

More emphasis on program design needed.

Equal placement opportunities for all people in the safety education program! I had asked Dr. for information about a safety program--his reply was "You're not qualified, if you want to apply do it on your own." When he started the SPC in DeKalb there were no "Aggies" teaching his project. If he purported to produce the "best", why was this?

This survey is a good step. Input from grad students should be put to best possible good.

More realistic approach to what educational technology is all about. For the most part, it is an unmarketable degree. It is probably only valuable as a support subject.

None - 13

Industrial Education - Doctoral Degree

Item 1 - List of Membership and offices held in professional organization

Phi Delta Kappa (President), Calif, Ind. Educ. Assoc. (Comm.) Phi Kappa Phi (officer), Epsilon Phi Tau (officer)
American Ind. Arts Assoc., Texas Ind. Arts Assoc., American Institute for Design Drafting, National Assoc. for Industrial and Technical Teachers
ASEE, NAITTE
National Safety Council (Public Safety Conf.--ORRU Comm.)
NEA, TSTA, Baytown Educ. Assoc. (Faculty repr). Am. Welding Soc., Amer. Society of Metals, AIAA, AVA, TIAA
AVA, AIAA, KIEA, SPI, SPE, PDK, KPD, ILS
SME, (Exec. Comm.), AIIE, NAIT Assoc. Reg. Director), AIAA, ACIATE, ASEE
Am. Ind. Arts Assn., Iota Lambda Sigma, Epsilon Pi Tau, Am. Council on I.A. Teacher Ed., Phi Delta Kappa, Ill. Tech Drafting Teachers Assn.
ADTSEA
American Industrial Arts Assoc. American Vocational Assoc. - Chairman - Publications Committee, Industrial Arts Division, Indiana Industrial Education Assn., Chairman, District 7, American Council for Elementary Industrial Arts; American Council for Industrial Arts Teacher Education; Phi Delta Kappa; Kappa Delta Pi; Iota Lambda Sigma; Epsilon Pi Tau
CEIS, DPMAB, IVA
Assoc. for Ed. Communication and Tech., Amer. Ed. Res. Assoc., American Ind. Arts Assoc., American Vocational Assoc., Phi Delta Kappa, Illinois Audiovisual Assoc.
Am. Driver Traffic, Safety Educ. Assoc., Tex. Driver and Traffic Safety Educ. Assoc., WV Driver and Traffic, Safety Assoc.
TSTA, NASSP, Phi Delta Kappa, Iota Lambda
Calif. Assoc. for Safety Education - Board of Directors; Calif. Higher Education Council for Safety Studies - Chairman, American Driver and Traffis Safety Educ. Assoc., - Nominee for Board of Directors, Calif. Committee for Traffic Safety Education - Research Committee; Phi Delta Kappa - Member
TJCTA

Industrial Education - Doctoral Degree

Item 2 - Listing of Publications - journal - date

"A.C. Mathematics," North American Rockwell, 1968,
"Television Specialization," North American Rockwell, 1968.

"Follow-Up Study of Engineering Grads," Engineering Education, Nov., 1977
Am. Introd. I.A., Man/Society/Technology, Sept/Oct. 1976
Basic Deagrams for Police Investigation, Design
Police and Alcohol Knowledge, ADTSEA Journal, Summer 1976
Exploring the Manufacturing Industry, McKnight (in work) (co-author)
Exploring the Construction Industry, McKnight, 1976 (contributor)
Transportation in Louisiana, Louisiana State Department of Education, 1974 (editor of and contributor to teachers guide and lab manual)
The World of Manufacturing, McKnight (contributor to teachers guide and lab manual)
Articles
"Elementary IA - Good PR" Man/Society/Technology (accepted for publication during 1977-78)
"Tool Panel Bingo" - School Shop, February 1978
"Career Awareness in One Elementary School," (co-author) Elementary School Guidance and Counseling Journal (accepted for publication during 1977-78)
"Elementary Industrial Arts: The Vehicle for Career Awareness in the Elementary School," (co-author) American Vocational Journal, May 1977.
"The Forticeetyn," Industrial Education, May 1977
"The Biodata File," Industrial Education, November 1977
"Developing Products - The PIED Enterprise Way," Manufacturing Forum, March 1977.
More than can be listed in space provided (N > 3)
"Braking it Down", Road Rider Mag., June 77.
"TAMU Competency Based Driver Educ. Program," Journal of Traffic Safety Educ., October 1976; "The Case for Performance Based Driver Educ.", Journal of Traffic Safety Educ., April, 1976, "Traffic Safety Educ. and the local community," Journal of Traffic Safety Educ., June, 1973
None - 7

Industrial Education - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Man of year award - Phi Delta Kappa, Supervisor appointment.

Promotion from Asst. Prof. to Assoc. Prof.
Certified Manufacturing Technologist by SME 1977
Outstanding Professor, Industrial Education, Purdue Univ.
1978; Editorial Advisor, The Manufacturing Forum.
None - 12

Industrial Education - Doctoral Degree

Item 4 - Listing of Presentations

Communication Seminar, Mar-1976

"Motorcycle Safety", ADTSEA, Aug, 76.
"NC-Technology", SME Febr. 77
"Industrial Arts and Medical Technology" - International Conference American Industrial Arts Association, February 1978; "Implementing Construction Curriculum" International Conference American Industrial Arts Association, April 1977; Obtaining "Industry Funds" - annual state conference Indiana Industrial Education Association, March 1977; "Teaching Research and Development," District 7 meeting, Indiana Industrial Education Association, January 1976.
More than can be listed in space provided (N > 3).
"Cognitive Styles", AERA, March, 1978.
Playground, Van and Classroom Safety", Community Action Council, Sept. 2, 1977.
"Performance Based Completions", American Driver and Traffic Safety Educ. Assoc., 2-15-76, "All You Want to Know About Competency Based Driver Education," Calif. Assoc. for Safety Educ., 5-15-76 "School Safety," Safety Congress, 5/25-77.
"Food Population Gap" - Optimist - 10-77.
None - 2

Industrial Education - Doctoral Degree

Item 5 - Title of Dissertation

Comparative Effectiveness of the Industrial Arts Foundation Program at California State University in Los Angeles.
The Relationship Between The Distance from the Instructor to the Student and Grades Received.
A Follow-Up Study of McNeese State University Engineering Graduates.
A survey to Determine the Influence of the Seat Belt Convenience on Seat Belt Usage by the General Public.
Ed.D. A Comparison of Career Maturity Levels Among IACP, Industrial Arts and Non-Industrial Arts Students.
An Evaluation of Auto Mechanics Programs at the Secondary Level
The Impact of NC-Technology and CAM on Curriculum Development in I.Ed. and E. T.
Industrial Arts Drafting in the Public Secondary Schools of New Hampshire.
The National Safety Council's Defensive Driving Course as an Accident and Violation Countermeasure.
Development and Pilot Test of a Curriculum for Transportation in Louisiana.
A Procedural Analysis to Quantify the Existence of Mechanical and/or Material Hazards within an Industrial Plant.
A Factor Analytic Study of Hill's Cognitive Style Inventory.
A Survey to Determine the Influence of Traffic Accident Severity and Selected Variables on Seat Belt Usage by the General Public.

The Reaction of Selected Variables and Driving Performance in Driver Education.
Relationship Between Creative Thinking Ability and Academic Achievement in Selected Jr. College Classes that Emphasize Creative Thinking.
Not Listed - 1

Industrial Education - Doctoral Degree

Item 6 - Comments concerning Research Preparation

Good Program - STET

I had two chairmen under two research projects. There was a major difference in the professionalism and guidance of the two individuals. The student should be given more authority in formulation of his committee or guidelines for a chairman should be formulated.

Understanding of Research is more important than doing research.

EDCI and EPSY Grad. Research courses were particularly helpful in my research design, data computations and reporting of results.

More computer applications for statistical analysis.

Rather than watering down the statistics course, perhaps a prerequisite math course should be required.

Foster one's skills for publishing research materials after it has been written. (Getting it into the right journal, etc.)

Required statistics courses should deal with major subject.

Too much emphasis on statistic derivations - courses should be taught by "teachers" rather than "statiticians," emphasizing applications using computer etc. perhaps more research design and less statistics.

None - 7

Industrial Education - Doctoral Degree

Item 7 - Comments regarding extent graduate school has helped recipient.

Promotion, recognition and better understanding of my role.
Without it, I would have had little chance of becoming a teacher and now department head at my school.
Use skills and knowledge in the classroom. Promotion in rank Reduction in teaching load, increase in salary, more prestige.
Increased my confidence and overall knowledge of an area.

Provided necessary degree for teaching.
The degree provided the professional level of proficiency needed to attain this position.
It has made it all possible.
Greatly!

My present position is totally dependent upon my graduate school experience.
It, got me a job.
Some
Quality and Depth - Considerable; advancement - little.
I have received a promotion to an administrative level.
None - 3

Industrial Education - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

All in my program.
The opportunity of teaching and working with experienced professors in Engr. Graphics was very useful to me.
Supporting area in Engr. Graphic Research.
Problems courses and internship.

Available options for minors in I.E. and E.T.
Interaction between graduate students and faculty with such varied backgrounds and philosophies.
The emphasis on research skills and writing.
Rigorous requirement; adherence to which builds scholarship and academic excellence. Graduate assistantships provide very valuable experiences in preparation for future academic employment.
Statistics and the ability to analyze a situation and form my own conclusion and have confidence in it.

Research, library, Association with other grad. students
Certain faculty ( , ) etc., Financial Assistance, TAMU funded research.
Media course
None - 4

Industrial Education - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

None detracted !

History, Philosphy.

Statistical design should be related to educational applications
The basic faculty of the Safety Program was too small and thus course offereings were limited.

Too much concentration in a specialized field.

Not enough study time because of too many hours required as a graduate assistant - approximately 40 hrs. per week.
None - 10

Industrial Education - Doctoral Degree

Item 10 - Comments regarding Needed Changes in Program

No changes. I believe you have a most flexible program which is why I was attracted to your school. Keep in mind that I came from the West Coast to attend.

Some for of library use and literature search in addition to that which is a part of existing courses.

More how to teach, grading, discipline.
More statistics applied and computer courses for program evaluation, data management. Proposal writing for contracts and grants application. Writing for professional publications.
A concentrated effort of graduate faculty committee members to coordinate their efforts on research direction to encourage students.
In the Safety program the approach should be broadened to permit the inclusion of studies in industrial, environmental, and other branches of the safety field over and above traffic safety.
None. The perspective can be quite different after completion of the degree. One tends to forget all the complaints voiced prior.
The doctoral program should regain a closer awareness of what public and private education is really like in the 70's. Some courses were outdated 20 years ago. Yet, in the last 5 years the DHEW has greatly expanded its categorical programs and supplemental funding. Likewise, the impact of politics on education, and how to survive in a political environment is as equally important as research expertise.
I personally feel that my graduate experience in the College of Education at TAMU was very successful. I am very appreciative of all the staff who worked so hard to provide a good experience for me, especially my advisor, Dr.
Should be required. Educational Research 3, 690-3, 691-12.
Required courses: proposal preparation
There must be a better way to handle statistics than the "institute". How about letting College of Education faculty like Drs. and teach the required courses.
Library was minimum in my area for a doctoral level program. My own institution has better library for master's level only.
None - 3

Interdisciplinary Education - Masters Degree

Item 1 - List of Membership and offices helf in professional organizations

Iota Lambda Sigma - President
Ad. Ed. Assn., Am. Soc. for Training and Dev.

American Voc. Assn. Tex. Voc. Teachers Assn., Dallas Litho elect; Graphic Arts Tech. Foundation; International Graphic Arts; Education Assn.
AIDD - Pres.; ILS; ACIATE
TACAE-Tex. Assn. for Cont. Adult Ed. - State and Local Chap. Pres./Publicity; Adult Ed. Assoc.; NACPCAE
VHTAT
Texas Assn. of Community Service and Continuing Education; Adult Ed. Association of the U.S.A.
TAEX Specialist Association - DNA; Tex, 4-H Agents Assn., DNA.
TCEA
Texas Home Ec. Assn. - Extension Section Chairman; AHEA, TAEHE-Constitution Comm.; NAEHE
A.E.A.; NAPCAE
TSTA, NEA, Faculty Rep., District Voting Delegate; VHTAT; TVTA, AVA
TSTA/NEA - Com. Chair.; TCEA/AEA; ABWA - Past Pres.
NAPCAE - Member; NEA - Member; TSTA - Member Southwest Educators Assn. - Member; Distributive Education Clubs of America - Prof. Member and Sponsor; Distributive Education Coordinators Assn. - Member
Texas Community Ed. Assn; Bd. of Directors
None - 1

Interdisciplinary Education - Masters Degree

Item 2 - Listing of Publications - journal - date

None - 15
DNA

Interdisciplinary Education - Masters Degree

Item 3 - Listing of Professional recognition and honors

None - 13
State Winner - 1976 - 4-H and Youth Work in Dickens, Co. as a Co. Extension Agent - TCAAA Presentation.
Distinguished Service Award of National Assn. Ext. Home Economist.
Chairman of County-wide voc. Homemaking in - service.

Interdisciplinary Education - Masters Degree

Item 4 - Listing of Presentations

Average 1 every two weeks on various aspects of ad. Ed.
Consultant Ad. Ed. Workshop - Huntsville, 9/76 - Temple, 4/77.
Co-Sponsorship of Cont. Ed. Programs - TACSCE - 11/77.
4-H Work - TCAAA - Aug. 1976.
Panel - Adult Ed. Project Data, State Director's Adult Education, Austin, Texas, Nov. 1975; Teacher Trainer Adult Ed. Workshop, Adult Ed. Workshop, Corsicana, Texas October 1975.
None - 11

Interdisciplinary Education - Masters Degree

Item 5 - Title of Thesis

N/A - 16

Interdisciplinary Education - Masters Degree

Item 6 - Comments concerning Research Preparation

None - 15
The statistics should be taught in the College of Education.

Interdisciplinary Education - Masters Degree

Item 7 - Comments regarding extent graduate school has helped recipient

Only a small increase in salary.
Greatly, I have used most info. and concepts acquired in grad. school in present position - also made useful contacts.
My advisor was very helpful. I had no problems obtaining members for my oral exam. Salary!

very influential.

Provided basic information about field; Examination of current issues; Allowed me to be promotable on current job.
Greatly!
Substantially!
Helped me to meet the requirement of having an advanced degree after 10 years of employment; helped me to work with people and groups; helped raise my salary level.

My salary increased. I feel more professional and better equipped to handle specific responsibilities.
Better understanding and better coping skills.
Contributed to greater professional competence.
Substantial amount.
None - 4

Interdisciplinary Education - Masters Degree

Item 8 - Comments regarding Strengths of Program

Most of the IDED Courses have been helpful as far as gaining an understanding of how disciplines can work together is concerned.
Duties as grad. ass't.

IDED Courses; Health Ed. courses.

Contact with other graduate students who are working in the field and facing the real world problems as myself.
IDED and AgEd courses.
Individual Attention.
I am strongly in favor of courses off campus and the 2 wk. winter sessions and 3 wk. summer courses; the committee was very helpful.
The opportunity to work in the field with teachers, Texas Education Agency and others.
Career education; Practical application of skills in teaching, class discussion.
Experienced people in the field teaching.
Adult and Extension Program has great flexibility to meet individual student needs. Close faculty-student contact with sincere interest displayed by program faculty and staff were major factors.
Dialogue with the professors in/out of classroom
None - 4

Interdisciplinary Education - Masters Degree

Item 9 - Comments regarding Weaknesses of Program

Educational Psychology courses have almost made me bitter toward the business of education.

Community Ed. and Adult Ed. should work more closely.

Professors attempting to conduct a class, but totally unprepared. Specifics available on request.

Repetition and duplication of information in courses.

Not enough emphasis were placed on areas of Adult Education such as professional continuing education.

I can think of no particular weaknesses. (I study whatever I'm required to study whether I particularly enjoy it).

Any limited academic background profs.

Lack of Adult Ed. Programs like adult basic education services to community and continuing Ed. programs operated by faculty and staff on campus to serve as a laboratory for students of Adult Ed. - Present Cont. Ed. programs are too specialized and offerings limited, Adult Ed. Students are not utilized to fullest extent possible.

None - 7

Interdisciplinary Education - Masters Degree

Item 10 - Comments regarding Needed Changes in Program

No Comments
Professors need to be more in touch with reality.

Closer examination of the teaching skills of professors; More reliance on evaluations by students, after all we are the ones that sit through the classes and know what the professors are or are not doing; Put some teeth into evaluations and make hard decisions based upon them.
More Psychology courses; More courses need to be taught in the field.
Helped me to meet the requirements of having an advanced degree after 10 years of employment; helped me to work with people and groups; helped raise my salary level.

Since my field of study is vocational homemaking, the only area I could study which was related to my field was vocational education. I took much of my coursework in this area, but I was unable to get my Masters in this area. So, I proceeded to get my degree in adult and extension education (which was interesting and enjoyable, but not what I really wanted). I began my graduate work at Texas Tech in the area of interpersonal relationships. I would have appreciated a master's program in vocational education.
My program was well-balanced.
Continuing Ed. office should work closer with Adult Ed. program and together plan and develop a greater variety of offering to provide more services to the community and at the same time serve to increase opportunities for students to develop competencies under actual situations. Relax residency requirements to allow part-time students to enroll and complete a program of studies on a part-time basis.
Accessibility to both campus and extension programs needed to be made less difficult professional development plans should be substituted for degree plans.
None - 6

Interdisciplinary Education - Doctoral Degree

Item 1 - List of Membership and offices held in professional organizations

Council for Exceptional Children - Division of Career Development; Regional Membership Chrm.; National Assoc. of Vocational Special Needs Personnel - Teacher Prep Task Force - publications committee, several others.

American Correctional Assoc.; Phi Delta Kappa; National Assoc. of Women Deans Admin. and Couselors; Adult Ed. Assoc.

American Association of University Women; American Education Research Association; American Home Economics Association, American Vocational Association; American Vocational Education Research Assn., Alpha Delta Kappa - Honorary Professional Teachers Sorority, Iota Lambda Sigma - Honorary Fraternity in Industrial Education; Kappa Delta Pi - Honorary Society in Education; Phi Delta Kappa - Honorary Fraternity - Professional Educators, Phi Upsilon Omicron - Honorary Home Economics Fraternity, Texas Association for Planning, Evaluation, and Research (TAPER); World Futures Society, Virginia Home Economics Teachers Association; Virginia Vocational Association; National Association of Teacher Educators, Portsmouth Day Care Center Association.

Community Development Society.

APGA; NVGA, AVA.

N. H. Voc. Assoc. - Political Liasion Committee to Gov. Office; AVA; NAITTE; PDK, ILS

AVA, MVA, PDK, AERA, NAITTE, ILS

ILS; PDK, AVA/TVTA, State Dean's and Dir. Assn. - V.P.; Plumbers and Pipefitters Union

Am. Voc. Assn., Iota Lambda Sigma; Dallas Sch. Adm. Assn.; Assn. of Bilingual Ed.

Iota Lambda Sigma; Phi Delta Kappa, A.V.A.

AAMD - Member ; AEA - Member ; AVERA - Member; Psi Chi - Member, AKD - Member; PDK - Member

Phi Delta Kappa; Delta Pi Epsilon - chapter President National Delegate; American Vocational Assoc.; Iowa Vocational Assoc. Past Vice President; Adult Educ. Assoc. of U.S.A., Iowa Adult Educ. Assoc. - Chairman of Professional Development

Nat. Council for CME - Executive Director; AVA: ASTP: ACME

Major ones - AVA - Voting Delegate from LA; LVA - Prog. of Work Councils, Regional Rep.; ANEA; LHEA - Nom., Com, Subj.-Matter Prof. Sec. Ch.; HAVHET, Dist. LHEA - V-Pres., V-P Pres. Elec.' AVERA; AERA; LTE; ACT; LTA; DKG, PDK.

Am. Vocational Assoc., Am. Assoc. of Teacher Educators in Ag. - Research Committee, Nat. Assoc. of Ind. and Tech. Teacher Education; Nat. Vo. Ag. Teachers Assoc., Fla. Vocational Assoc., Comm., Amer. Voc. Ed. Research Assoc., Fla. Assoc. of Voc. and Adult Teacher Education

Am. Nurses Assoc., Am. Schools of Allied Health Professional; MAA; NCTA
Amer. Psych. Assoc. ; SW Psych. Assn.
Amer. Voc. Assoc., TJCTA - Division Chair,; TAVAET - Vice Pres. and Nom. Committee
AEA, NCAEA, NCCCAE, ABE and Aged Task Force on Prof. and Society.

Interdisciplinary Education - Doctoral Degree

Item 2 - Listing of Publications - journal - date

Numerous - see vita on file IDED, graduate college; 4 articles in journals; 15 monographs and significant papers.

Planning a Staff Development Workshop. Adult and Extension Education, Texas A&M University, 1975.

Recruiting and Retaining Adult Education Staff. Adult and Extension Education, Texas A&M University, in progress.

Doctoral Dissertation, An Assessment and Comparison of the Adult Performance Levels of Female Offenders at the Texas Department of Corrections and Free-World Females in Texas,a study of the adult performance levels (APL) with implications for specialized curricula for incarcerated females.

Behavioral Objectives; Framework for Career Guidance Program Development. Columbus, Ohio: The Center for Vocational Education, May, 1976.

Planning-Implementation Handbook: Career Guidance Program Coordinator's Guide. Columbus, Ohio: The Center for Vocational Education, 1976.

"The Rural Environment: Unique and Shared Characteristics--The Home, The School and the Community" Comprehensive Career Guidance, Counseling and Follow-Through Programs in Rural Schools: State of the Art. Columbus, Ohio: The Center for Vocational Education, 1976.

Staff Development: A Procedural Guide for the Development and Implementation of a Competency Based Training Program for Faculty and Staff. Columbus, Ohio: The Center for Vocational Education, 1976.

"Staff Development," Comprehensive Career Guidance, Counseling and Follow-Through Programs in Rural Schools: State of the Art. Columbus, Ohio: The Center for Vocational Education 1976.

"A Proposed Plan for Competency Based Adult Vocational Education in Virginia" in Proceedings of a National Workshop on Competency Based Adult Vocational Education, The Ohio State Center for Vocational Education, 1977.

"Coping with Changing Roles in Home Economics: Futuristic Mandates" Journal of Home Economics, In referee process. TBA 1978.

Change Orientation and Perceptions of Emerging Professional Roles Held by Teachers of Home Economics" Journal of Home Economics Research or Journal of Vocational Education Research, 1978, in process.

Proceedings: A Seminar on Current Issues in Vocational Teacher Education, Norfolk State College and State Advisory Council on Vocational Education, 1977.

Various books on plumbing and pipefitting - 1962-1969

Need for Bil-Voc Ed in Texas; ERIC, Sept, 1977

B. Mod. Training Manual (State) 1977.
Post-Sec. Teacher Retention, Jr. College Research Quarterly, 5/78; Article on life coping skills, Adult Leadership, 1976.
All publications are group signed - Commission on CME
Not in this space!
The latest under contract to write textbook in area of clothing students. High School Observation: "Opportunity or Obstruction", Am. H.E. Journal, Jan. 78; Series of a monograph dealing with older persons, HEW proj., Fall 1977; Series of monographs dealing with debt counseling, HEW proj.; Fall 1977.
3 in preparation.

Relating to Adult Students -- Communication Skills Listening Skills; TEA - Learning Modules - TEA, 1977.
None - 8

Interdisciplinary Education - Doctoral Degree

Item 3 - Listing of Professional recognition and honors

Phi Kappa Phi nomination.

1977 Virginia Vocational Association - Outstanding Citation Award, Annual Convention, Richmond, Va.; State Secretary; Sigma Chapter, Vice-President; Tidewater Directory of Women's Studies - Lecturer.
Elected to Council of Higher Ed. for N.H. Advisory Committee for State board of Education.
Leading Women Ed by B & PW Club of Minden; (Served as consultant on projects and workshops - LA and VA; Delta Kappa Gamma program and professional comm. 2nd V-Pres. of Minden chapter.
Conf. participant.
None - 15

Interdisciplinary Education - Doctoral Degree

Item 4 - Listing of Presentations

About 100 - many keynote addresses in 15 states
Adult Performance Levels of Women Inmates in the Texas Department of Corrections: Implications for Correctional Education. Staff Development Workshop, Massachusetts, Dept. of Corrections, Sept. 1976.
"Ex-Offenders as Special Students." Competency-Based Staff Development Conference for Post-Secondary Personnel. The National Center for Research in Vocational Education, Feb. 1978.
Graduate Class - Dr. Ned Swartz; July, 1977: Industrial Education. "Home Economics: Past Present and Future", Virginia Beach, Va. March 1978. "Research in Home Economics-Future Directions in Change Orientation" Display and Homemakers Impact Study Session - 1978 Annual VHEA Convention, "The Displaced Homemaker" First Regional Conference, Division G. Social Context of Education paper: Emerging Dimensions in Family Services and Instruction: Implications for Home Economists. (Also to be A Monograph I submitted for publication in summer). April, 1978, Rumarlen, Inc.

Sp. Voc. Needs, State Meetgins, Approx, 6 in the last 1 1/2 yrs.

Need for Bilingual-Voc. Ed.; Research-TEA-Ausing, April 1977.

Adult Voc Educ., Missouri Valley Adult Educ. Conf., 10/77; Apperception Interaction Method, ABE Commission, Pheonix Arizona, 1977.

Not in this space!
Too many for space - 15+ over the last 2 1/2 yrs. Professionalism Inservice LHE - LTA, NA, 75-76; Teaching, Learning, and Consumerism FHA, Inservice Voc Ed., 75-77; Displaced Homemaker AHEA Jan 78; Employability, AHEA, June 76; Research Delta Kappa Gamma, 77-78.
Glimpses of Interdisciplinary Health Prof. Educ. - Am. Sch. of Allied Health Professors - 11-77.

Numerous
None - 10

Interdisciplinary Education - Doctoral Degree

Item 5 - Title of Dissertation

Vocational Concept Learning by Educ. Mentally Retarded Adolescents.
A Comparison of the Adult Performance Levels of Women Offenders in the Texas Dept. of Corrections and Free-World Women in Texas.
Change Orientation and Perceptions of Emerging Roles Held by Teachers of Home Economics in Va.
Selected Factors Associated with Performance Rating of Male County Extension Agents in Texas.
Variables Influencing Teachers Perceptions of Educational Innovation.
Characteristics of Gov. Advisory Committees in N.H.
A Model for Evaluating Program in Vocational Educators for the Handicapped.

The Need for Bilingual Vocational Education Programs in Secondary Schools as Perceived by Bilingual and Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives in Texas.
The Relationship Between Public Relations Practices and Enrollment Patterns in Area Vocational Secondary Schools in Texas
Unvocational Rehabilitation of Physically Described Adults in Texas Public Community Colleges.

Analysis and Definition of Job Types in ABE.
Effectiveness of Student Attitude and Student Learning in a Job Acquiring Skill Program.
Perceptions of Interdisciplinary Health Professions Education Within Health Sciences Centers.
A Comparison of Two Methods of Mathematics Instruction.
Classification of Students Into Different Technologies by Means of Interest and Personality Variables.

The Interaction of Biofeedback Training and Internal Locus of Control.
Not Listed - 4

Interdisciplinary Education - Doctoral Degree

Item 6 - Comments concerning Research Preparation

The College Adm. Policy Comm and (Curr. Comm, etc.) has been aware of the need for more applied stat. (and research design) for several years. No positive changes have occurred, indicating that this survey is probably academic rather than an honest attempt to improve the educ. offered. I hope my prediction is proved wrong, however for the good of future students.

I would now opt for a greater emphasis on research design and statistical applications for my graduate program but I would not necessarily recommend this for everyone.

I am very pleased with the research courses provided me as a student at TAMU.

I estimate that 80% of the grad. students loose 60% of the skill and knowledge objectives of stat. 651 and 652 within one year of completion of 652. The people in the stat. institute are the major beneficiaries of those two courses. Instruction is deplorable and anachronistic in 1978 A.D.

Add some emphasis on grants, projects and activities without depth of emperical research.

It would be helpful to participate in a project that uses a different type of research technique than used for your research.

I would have benefitted more from additional internship and/or course work instead of the many hours I spend studying to pass statistics!! Stat for educators should not be taught in Stat Institute and above all should not use that horrendous book by Steel and Torrie!! It causes stress, anxiety, ulcers and ill health in about a third of the students.

None - 13

Interdisciplinary Education - Doctoral Degree

Item 7 - Comments regarding extent graduate school has helped recipient

It has improved my overall confidence in attempting to make positive changes in the status quo of programs with which I have contact and input.
Ph.D. is required for this position.
Provided the Key to doors which I've had to find. Broadened concepts-contacts.
Would not have present job without Ph.D.
A Great Extent!
My previous experiences were limited. TAMU Allowed me to broaden my visions in Voc. Ed. It is been very valuable as a Voc. Administrator.
Increased responsibilities and salary.
A great deal - internships capped classroom and research efforts.

Provided certification for present position.
Problem solving; Research; Practical Preparation.
A great deal.
The IDED Concept is great.
Not a lot. I learned what I needed on my own.
Provided depth in many facets, increased respect and interest in opportunities and responsibilities of prisms in various levels of ed.
A great deal. Provided confidence in assuming position.

A doctorate was necessary to compete on equal terms with other applicants.
Substantially.
I was very pleased with Dr. and members of my committee. I was allowed freedom to choose my topic and was encouraged to do my own thing. The "Dr" was a requirement for this position. Without it I would not have been considered much less hired!
None - 2

Interdisciplinary Education - Doctoral Degree

Item 8 - Comments regarding Strengths of Program

Excellent Doctoral Committee. Excellent support from Dean's office. Encouragement to grow!
Being able to participate/conduct in-staff development workshops provided valuable skills.
Voc. Ed. broadened horizons and helped put total program into different perspectives. Interdisc. nature enabled me to discover tremendous people in other fields on campus. Curr. and Inst. - Dr. - Knowledgeable!
Committee chairman assistance.

Advisor, Opportunity to select the course work I wanted., Internships.

Internship program.
Prestige of TAMU.
The research courses.

Stat. courses, research design in E.E., computer science courses, math courese, internship at a research lab, support for dissertation.
Faculty and peers caring and sharing of time, talent and resources.
Research design and statistical analysis; knowledge of social and technological changes-- ... internship.

Adult education and psychology.
Interdisciplinary approach.
The research design course by Dr. was very useful. Also the course by Dr. in which we wrote a proposal and received critique from all other students in class.
None - 5

Interdisciplinary Education - Doctoral Degree

Item 9 - Comments regarding Weaknesses of Program

Many profs were poorly prepared. Lectures were often weak. Students often did the teaching. Research instruction was disjointed, haphazard, sometimes outside the college, sometimes within.
Ag. oriented statistics without ed. oriented application is not of much benefit. More concentration on design and application of statistical tests/measures would enhance the program.
Facilities - i.e., typewriters, copy machines, supplies. Haphazardness of internships; lack of leadership in research relevant to Voc. Ed. - Proposal writing. Complete void in writing for publications, need competent models - instruction.
Lack of opportunity for fellowship with other grad students.

Poorly prepared and maintained faculty.

Definitely needed more business and personnel preparation.

Lack of opportunity to gain in higher ed. instruction experience of other grad. asst. or some others for future in field; peer opportunities for gaining publication opportunities.

EDCI and EDAD
Graduate students should all be given more opportunity to participate in research projects other than their own dissertation.
The statistics courses--too complicated and technical--the Steel and Torrie book was worse than useless as a study text. It is okay as a reference after you learn the stat.
None - 10

Interdisciplinary Education - Doctoral Degree

Item 10 - Comments regarding Needed Changes in Program

A critical review is needed of research preparation - including stat, computer work, research design, evaluation, prep. for dissertation, etc. Definite changes required - course outlines revised and improved. Virtually all the good researchers talk over the heads of the students and the poor and mediocre researchers bore or confuse the neophytes. Many improvements needed, probably new "blood" in the system is needed too - in terms of research instruction. There are, however, good intentions everywhere.

Regardless of my "negative" commentary, I will always treasure this experience. I'm a TAMU NUT!! Would jump at an opportunity to "do something" there again. How I'd love to be deluged with some of Dr. futurism - creative ideas - writing skills innovativeness - I've missed all of you - I respect Dr. so much and am constantly reminded of him. And how I love Dr. for the wonderful person that he is. Best wishes!

Resident requirements for employees of Texas A&M system should be changed. Campus based personnel have a very unfair advantage over those stationed away from College Station.

Allow for more coordination of course content in order to eliminate duplicity.

Because of the events and changes that have occurred since leaving TAMU I do not feel qualified to evaluate what is happening now at TAMU. The program under Dr. and my advisor Dr. has served me well in my professional endeavor.

Contact and courses O.K. - some faculty need to be deleted; This is my second response - please don't lose this one, R.P.

Publication writing course.
Business; Personnel.
Require knowledge of and as uses of the computer.

Why don't you collect detailed job descriptions of your graduates? What the graduates are doing at their job sites seems to me to be highly related to evaluation of grad. programs.

More "hands on" experience with regard to teaching, research and field service, cannot remember any which need to be deleted but can think only of more needed in all areas of study.

Add course(s) in collective bargaining; developing and writing proposals for funding and being able to receive funding of federal level; additional course(s) in program planning and evaluation.

This would vary with the employment objective.
I would have benefitted from more course work in management and budget making.
Remove so much stat. Increase internships. Add a course on teaching which would encourage collection of handout and activity materials, as well as practice in lecturing or public speaking. Make the research assistants income tax-free if possible. By the time a student pays taxes, teacher's retirement, and enrollment fees and buys books he/she must live on poverty level income. This makes an exhausted graduate.
None - 5

# Appendix E

Table 10

Agricultural Education - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=26)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 54 | 46 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 42 | 50 | 8 | 0 | 0 |
| 27 | 69 | 4 | 0 | 0 | 0 | advisory committee counsel | 0 | 38 | 39 | 15 | 8 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 43 | 14 | 43 | 0 | 0 | 0 | masters thesis and oral | 15 | 14 | 57 | 14 | 0 | 0 |
| 21 | 50 | 25 | 4 | 0 | 0 | masters oral exam | 0 | 42 | 29 | 25 | 4 | 0 |
| 25 | 25 | 0 | 0 | 0 | 50 | doctoral prelims | 100 | 0 | 0 | 0 | 0 | 0 |
| 25 | 25 | 0 | 0 | 0 | 50 | dissertation defense | 100 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 78 | 18 | 4 | 0 | 0 | 0 | principal advisor | 0 | 78 | 22 | 0 | 0 | 0 |
| 48 | 44 | 0 | 8 | 0 | 0 | department faculty | 0 | 44 | 41 | 11 | 4 | 0 |
| 40 | 28 | 28 | 4 | 0 | 0 | 4. Library holdings | 0 | 12 | 44 | 40 | 4 | 0 |
| 76 | 20 | 0 | 4 | 0 | 0 | 5. Job placement | 0 | 48 | 28 | 16 | 8 | 0 |
| 30 | 30 | 30 | 5 | 0 | 5 | 6. Financial support | 4 | 22 | 13 | 52 | 5 | 4 |
| 16 | 47 | 37 | 0 | 0 | 0 | 7. Support for participating in professional conferences | 0 | 21 | 21 | 53 | 5 | 0 |
| 20 | 0 | 60 | 0 | 0 | 20 | 8. Computer services | 100 | 0 | 0 | 0 | 0 | 0 |
| 50 | 17 | 16 | 0 | 0 | 17 | 9. Research laboratories | 50 | 50 | 0 | 0 | 0 | 0 |
| 50 | 17 | 17 | 0 | 0 | 17 | 10. Research equipment | 50 | 50 | 0 | 0 | 0 | 0 |
| 29 | 43 | 14 | 0 | 0 | 14 | 11. Access to original sources of data | 43 | 14 | 29 | 14 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 36 | 59 | 5 | 0 | 0 | 0 | 12. Problem solving | 5 | 9 | 59 | 27 | 0 | 0 |
| 71 | 29 | 0 | 0 | 0 | 0 | 13. Teaching | 0 | 54 | 25 | 21 | 0 | 0 |
| 23 | 62 | 10 | 0 | 0 | 0 | 14. Program evaluation | 0 | 10 | 52 | 33 | 5 | 0 |
| 11 | 50 | 33 | 6 | 0 | 0 | 15. Professional writing | 0 | 11 | 28 | 44 | 17 | 0 |
| 6 | 81 | 13 | 0 | 0 | 0 | 16. Administration | 0 | 13 | 38 | 44 | 6 | 0 |
| 26 | 74 | 0 | 0 | 0 | 0 | 17. Supervision | 0 | 37 | 37 | 26 | 0 | 0 |
| | | | | | | 18. Research: | | | | | | |
| 17 | 33 | 33 | 17 | 0 | 0 | experimental design | 33 | 33 | 17 | 17 | 0 | 0 |
| 9 | 64 | 18 | 9 | 0 | 0 | literature searches | 18 | 27 | 36 | 18 | 0 | 0 |
| 10 | 50 | 20 | 20 | 0 | 0 | statistical applications | 10 | 10 | 40 | 30 | 10 | 0 |
| 13 | 62 | 25 | 0 | 0 | 0 | sampling | 25 | 25 | 25 | 25 | 0 | 0 |
| 25 | 75 | 0 | 0 | 0 | 0 | data presentation | 25 | 13 | 50 | 12 | 0 | 0 |
| 33 | 56 | 11 | 0 | 0 | 0 | documentation of findings | 22 | 11 | 67 | 0 | 0 | 0 |
| 64 | 36 | 0 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 32 | 40 | 28 | 0 | 0 |
| 52 | 48 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 32 | 36 | 32 | 0 | 0 |
| 40 | 56 | 4 | 0 | 0 | 0 | 21. Professional speaking | 0 | 16 | 44 | 32 | 8 | 0 |
| 29 | 59 | 8 | 0 | 0 | 4 | 22. Scholarship | 4 | 25 | 38 | 33 | 0 | 0 |

Educational Administration - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=30)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 56 | 41 | 0 | 0 | 3 | 0 | 1. Program advisement with: degree planning | 0 | 30 | 33 | 26 | 7 | 4 |
| 35 | 43 | 13 | 9 | 0 | 0 | advisory committee counsel | 0 | 13 | 35 | 44 | 4 | 4 |
| | | | | | | 2. Final examination: | | | | | | |
| 13 | 37 | 25 | 13 | 12 | 0 | masters thesis and oral | 0 | 25 | 25 | 38 | 0 | 12 |
| 17 | 48 | 13 | 22 | 0 | 0 | masters oral exam | 0 | 22 | 35 | 43 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 100 | doctoral prelims | 100 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 100 | dissertation defense | 100 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 74 | 26 | 0 | 0 | 0 | 0 | principal advisor | 0 | 59 | 19 | 15 | 4 | 3 |
| 54 | 38 | 4 | 4 | 0 | 0 | department faculty | 0 | 38 | 16 | 38 | 4 | 4 |
| 64 | 32 | 5 | 0 | 0 | 0 | 4. Library holdings | 0 | 36 | 27 | 27 | 0 | 10 |
| 33 | 48 | 14 | 0 | 5 | 0 | 5. Job placement | 0 | 10 | 14 | 38 | 14 | 24 |
| 10 | 52 | 24 | 5 | 5 | 4 | 6. Financial support | 4 | 19 | 10 | 33 | 10 | 24 |
| 18 | 52 | 26 | 0 | 0 | 4 | 7. Support for participating in professional conferences | 4 | 18 | 26 | 35 | 13 | 4 |
| 0 | 50 | 17 | 17 | 16 | 0 | 8. Computer services | 50 | 0 | 33 | 17 | 0 | 0 |
| 0 | 60 | 20 | 20 | 0 | 0 | 9. Research laboratories | 60 | 0 | 20 | 20 | 0 | 0 |
| 0 | 25 | 25 | 25 | 25 | 0 | 10. Research equipment | 75 | 0 | 0 | 25 | 0 | 0 |
| 33 | 56 | 11 | 0 | 0 | 0 | 11. Access to original sources of data | 22 | 11 | 44 | 23 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 54 | 42 | 4 | 0 | 0 | 0 | 12. Problem solving | 4 | 17 | 46 | 29 | 4 | 0 |
| 44 | 44 | 6 | 6 | 0 | 0 | 13. Teaching | 0 | 13 | 37 | 19 | 31 | 0 |
| 35 | 61 | 4 | 0 | 0 | 0 | 14. Program evaluation | 0 | 13 | 17 | 52 | 13 | 5 |
| 35 | 55 | 10 | 0 | 0 | 0 | 15. Professional writing | 20 | 10 | 5 | 45 | 10 | 10 |
| 60 | 40 | 0 | 0 | 0 | 0 | 16. Administration | 0 | 24 | 48 | 28 | 0 | 0 |
| 48 | 48 | 4 | 0 | 0 | 0 | 17. Supervision | 0 | 13 | 44 | 35 | 8 | 0 |
| 0 | 71 | 29 | 0 | 0 | 0 | 18. Research: experimental design | 57 | 14 | 14 | 15 | 0 | 0 |
| 45 | 45 | 10 | 0 | 0 | 0 | literature searches | 18 | 27 | 9 | 46 | 0 | 0 |
| 33 | 45 | 22 | 0 | 0 | 0 | statistical applications | 23 | 34 | 0 | 22 | 11 | 0 |
| 10 | 60 | 30 | 0 | 0 | 0 | sampling | 40 | 10 | 0 | 50 | 0 | 0 |
| 44 | 45 | 11 | 0 | 0 | 0 | data presentation | 22 | 23 | 11 | 44 | 0 | 0 |
| 50 | 38 | 12 | 0 | 0 | 0 | documentation of findings | 25 | 25 | 25 | 25 | 0 | 0 |
| 65 | 31 | 4 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 27 | 35 | 27 | 11 | 0 |
| 54 | 35 | 11 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 31 | 35 | 27 | 7 | 0 |
| 40 | 52 | 4 | 4 | 0 | 0 | 21. Professional speaking | 0 | 16 | 32 | 28 | 20 | 4 |
| 50 | 42 | 8 | 0 | 0 | 0 | 22. Scholarship | 0 | 31 | 27 | 35 | 8 | 0 |

Table 12

Educational Administration - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=29)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 75 | 25 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 25 | 46 | 21 | 4 | 4 |
| 43 | 39 | 7 | 11 | 0 | 0 | advisory committee counsel | 0 | 39 | 25 | 29 | 4 | 3 |
| | | | | | | 2. Final examination: | | | | | | |
| 0 | 25 | 0 | 0 | 0 | 75 | masters thesis and oral | 100 | 0 | 0 | 0 | 0 | 0 |
| 10 | 50 | 10 | 10 | 10 | 10 | masters oral exam | 20 | 20 | 50 | 10 | 0 | 0 |
| 29 | 50 | 21 | 0 | 0 | 0 | doctoral prelims | 0 | 42 | 46 | 8 | 4 | 0 |
| 43 | 52 | 5 | 0 | 0 | 0 | dissertation defense | 0 | 48 | 52 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 83 | 17 | 0 | 0 | 0 | 0 | principal advisor | 0 | 83 | 7 | 3 | 3 | 4 |
| 36 | 61 | 3 | 0 | 0 | 0 | department faculty | 0 | 14 | 46 | 29 | 11 | 0 |
| 71 | 29 | 0 | 0 | 0 | 0 | 4. Library holdings | 0 | 18 | 39 | 29 | 4 | 11 |
| 52 | 17 | 10 | 17 | 3 | 0 | 5. Job placement | 10 | 3 | 21 | 21 | 28 | 17 |
| 46 | 25 | 17 | 8 | 0 | 4 | 6. Financial support | 4 | 21 | 8 | 38 | 8 | 21 |
| 37 | 41 | 15 | 0 | 7 | 0 | 7. Support for participating in professional conferences | 4 | 15 | 22 | 22 | 19 | 18 |
| 60 | 32 | 8 | 0 | 0 | 0 | 8. Computer services | 4 | 40 | 28 | 16 | 8 | 4 |
| 30 | 20 | 40 | 10 | 0 | 0 | 9. Research laboratories | 20 | 0 | 10 | 10 | 50 | 10 |
| 25 | 25 | 50 | 0 | 0 | 0 | 10. Research equipment | 25 | 0 | 13 | 12 | 50 | 0 |
| 37 | 58 | 5 | 0 | 0 | 0 | 11. Access to original sources of data | 5 | 21 | 26 | 16 | 32 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 69 | 31 | 0 | 0 | 0 | 0 | 12. Problem solving | 4 | 12 | 35 | 34 | 15 | 0 |
| 63 | 33 | 4 | 0 | 0 | 0 | 13. Teaching | 8 | 9 | 33 | 29 | 17 | 4 |
| 44 | 52 | 4 | 0 | 0 | 0 | 14. Program evaluation | 0 | 8 | 32 | 48 | 12 | 0 |
| 50 | 42 | 8 | 0 | 0 | 0 | 15. Professional writing | 0 | 19 | 27 | 27 | 19 | 8 |
| 65 | 35 | 0 | 0 | 0 | 0 | 16. Administration | 0 | 23 | 38 | 35 | 4 | 0 |
| 58 | 42 | 0 | 0 | 0 | 0 | 17. Supervision | 4 | 4 | 50 | 38 | 4 | 0 |
| 48 | 48 | 4 | 0 | 0 | 0 | 18. Research: experimental design | 4 | 20 | 48 | 16 | 8 | 4 |
| 46 | 54 | 0 | 0 | 0 | 0 | literature searches | 0 | 19 | 27 | 39 | 15 | 4 |
| 23 | 73 | 4 | 0 | 0 | 0 | statistical applications | 0 | 23 | 23 | 38 | 8 | 8 |
| 38 | 58 | 4 | 0 | 0 | 0 | sampling | 0 | 27 | 27 | 31 | 4 | 11 |
| 31 | 69 | 0 | 0 | 0 | 0 | data presentation | 0 | 8 | 38 | 35 | 12 | 7 |
| 35 | 65 | 0 | 0 | 0 | 0 | documentation of findings | 4 | 4 | 38 | 38 | 12 | 4 |
| 65 | 27 | 8 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 19 | 31 | 27 | 12 | 11 |
| 63 | 30 | 7 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 19 | 33 | 22 | 15 | 11 |
| 50 | 46 | 4 | 0 | 0 | 0 | 21. Professional speaking | 0 | 4 | 31 | 35 | 19 | 12 |
| 52 | 44 | 4 | 0 | 0 | 0 | 22. Scholarship | 0 | 7 | 41 | 37 | 11 | 4 |

Table 13

Educational Curriculum and Instruction - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=43)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 58 | 29 | 3 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 27 | 32 | 27 | 7 | 7 |
| 54 | 40 | 3 | 3 | 0 | 0 | advisory committee counsel | 3 | 23 | 43 | 20 | 3 | 8 |
| | | | | | | 2. Final examination: | | | | | | |
| 33 | 33 | 20 | 0 | 7 | 7 | masters thesis and oral | 0 | 47 | 27 | 13 | 13 | 0 |
| 26 | 41 | 9 | 21 | 3 | 0 | master oral exam | 6 | 24 | 26 | 35 | 6 | 3 |
| 33 | 0 | 0 | 0 | 0 | 67 | doctoral prelims | 100 | 0 | 0 | 0 | 0 | 0 |
| 57 | 14 | 0 | 0 | 0 | 29 | dissertation defense | 86 | 14 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 83 | 17 | 0 | 0 | 0 | 0 | principal advisor | 0 | 54 | 27 | 10 | 5 | 4 |
| 68 | 27 | 5 | 0 | 0 | 0 | department faculty | 0 | 44 | 27 | 22 | 0 | 7 |
| 61 | 32 | 7 | 0 | 0 | 0 | 4. Library holdings | 0 | 22 | 32 | 39 | 2 | 5 |
| 48 | 27 | 16 | 3 | 0 | 3 | 5. Job placement | 9 | 15 | 21 | 24 | 21 | 9 |
| 26 | 39 | 16 | 13 | 3 | 3 | 6. Financial support | 26 | 3 | 23 | 19 | 13 | 16 |
| 16 | 59 | 13 | 6 | 3 | 3 | 7. Support for participating in professional conferences | 12 | 12 | 19 | 38 | 9 | 9 |
| 16 | 53 | 21 | 10 | 0 | 0 | 8. Computer services | 21 | 11 | 32 | 26 | 5 | 5 |
| 41 | 41 | 6 | 12 | 0 | 0 | 9. Research laboratories | 24 | 12 | 12 | 23 | 12 | 17 |
| 47 | 29 | 6 | 18 | 0 | 0 | 10. Research equipment | 29 | 18 | 18 | 12 | 12 | 11 |
| 46 | 29 | 21 | 4 | 0 | 0 | 11. Access to original sources of data | 21 | 8 | 21 | 38 | 4 | 8 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 74 | 18 | 5 | 3 | 0 | 0 | 12. Problem solving | 0 | 15 | 36 | 36 | 8 | 5 |
| 82 | 18 | 0 | 0 | 0 | 0 | 13. Teaching | 0 | 23 | 54 | 15 | 8 | 0 |
| 54 | 36 | 5 | 5 | 0 | 0 | 14. Program evaluation | 0 | 16 | 33 | 33 | 10 | 8 |
| 24 | 52 | 24 | 0 | 0 | 0 | 15. Professional writing | 3 | 6 | 9 | 55 | 15 | 12 |
| 48 | 41 | 11 | 0 | 0 | 0 | 16. Administration | 4 | 11 | 22 | 37 | 11 | 15 |
| 69 | 23 | 8 | 0 | 0 | 0 | 17. Supervision | 0 | 12 | 35 | 38 | 11 | 4 |
| 28 | 61 | 11 | 0 | 0 | 0 | 18. Research: experimental design | 17 | 11 | 22 | 39 | 0 | 11 |
| 28 | 52 | 16 | 4 | 0 | 0 | literature searches | 12 | 20 | 28 | 40 | 0 | 0 |
| 25 | 50 | 20 | 5 | 0 | 0 | statistical applications | 25 | 15 | 15 | 25 | 15 | 5 |
| 27 | 56 | 11 | 6 | 0 | 0 | sampling | 17 | 17 | 16 | 39 | 6 | 5 |
| 41 | 50 | 9 | 0 | 0 | 0 | data presentation | 14 | 18 | 32 | 18 | 9 | 9 |
| 41 | 51 | 6 | 0 | 0 | 0 | documentation of findings | 23 | 18 | 45 | 5 | 5 | 4 |
| 68 | 32 | 0 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 22 | 46 | 24 | 8 | 0 |
| 73 | 24 | 0 | 3 | 0 | 0 | 20. Human relations with colleagues | 0 | 24 | 34 | 27 | 10 | 5 |
| 55 | 33 | 12 | 0 | 0 | 0 | 21. Professional speaking | 0 | 13 | 27 | 27 | 15 | 18 |
| 61 | 38 | 11 | 0 | 0 | 0 | 22. Scholarship | 0 | 21 | 29 | 20 | 0 | 10 |

Table 14

Educational Curriculum and Instruction - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=20)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 71 | 29 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 47 | 29 | 12 | 6 | 6 |
| 41 | 53 | 0 | 6 | 0 | 0 | advisory committee counsel | 0 | 35 | 35 | 18 | 6 | 6 |
| | | | | | | 2. Final examination: | | | | | | |
| 33 | 34 | 0 | 0 | 0 | 33 | masters thesis and oral | 67 | 0 | 0 | 33 | 0 | 0 |
| 0 | 0 | 0 | 0 | 50 | 50 | masters oral exam | 100 | 0 | 0 | 0 | 0 | 0 |
| 44 | 50 | 6 | 0 | 0 | 0 | doctoral prelims | 0 | 43 | 38 | 13 | 0 | 6 |
| 41 | 53 | 6 | 0 | 0 | 0 | dissertation defense | 0 | 65 | 24 | 11 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 100 | 0 | 0 | 0 | 0 | 0 | principal advisor | 0 | 94 | 0 | 0 | 6 | 0 |
| 44 | 45 | 11 | 0 | 0 | 0 | department faculty | 0 | 33 | 44 | 17 | 0 | 6 |
| 83 | 11 | 6 | 0 | 0 | 0 | 4. Library holdings | 0 | 28 | 39 | 22 | 11 | 0 |
| 47 | 33 | 0 | 13 | 0 | 7 | 5. Job placement | 20 | 7 | 40 | 13 | 0 | 20 |
| 19 | 56 | 6 | 6 | 0 | 13 | 6. Financial support | 13 | 13 | 31 | 37 | 0 | 6 |
| 22 | 50 | 14 | 7 | 0 | 7 | 7. Support for participating in professional conferences | 0 | 7 | 22 | 28 | 14 | 29 |
| 47 | 53 | 0 | 0 | 0 | 0 | 8. Computer services | 7 | 20 | 53 | 20 | 0 | 0 |
| 38 | 50 | 12 | 0 | 0 | 0 | 9. Research laboratories | 38 | 13 | 12 | 37 | 0 | 0 |
| 29 | 57 | 14 | 0 | 0 | 0 | 10. Research equipment | 29 | 0 | 29 | 28 | 14 | 0 |
| 38 | 46 | 8 | 8 | 0 | 0 | 11. Access to original sources of data | 8 | 15 | 31 | 38 | 0 | 8 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 71 | 29 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 29 | 41 | 24 | 6 | 0 |
| 56 | 31 | 13 | 0 | 0 | 0 | 13. Teaching | 6 | 31 | 25 | 38 | 0 | 0 |
| 38 | 50 | 6 | 6 | 0 | 0 | 14. Program evaluation | 0 | 31 | 25 | 38 | 0 | 6 |
| 41 | 53 | 6 | 0 | 0 | 0 | 15. Professional writing | 0 | 23 | 59 | 12 | 6 | 0 |
| 20 | 53 | 27 | 0 | 0 | 0 | 16. Administration | 20 | 7 | 33 | 33 | 7 | 0 |
| 38 | 56 | 6 | 0 | 0 | 0 | 17. Supervision | 6 | 31 | 44 | 19 | 0 | 0 |
| | | | | | | 18. Research: | | | | | | |
| 65 | 29 | 6 | 0 | 0 | 0 | experimental design | 0 | 47 | 35 | 12 | 6 | 0 |
| 59 | 35 | 6 | 0 | 0 | 0 | literature searches | 0 | 29 | 35 | 29 | 6 | 0 |
| 44 | 50 | 6 | 0 | 0 | 0 | statistical applications | 0 | 44 | 50 | 6 | 0 | 0 |
| 38 | 62 | 0 | 0 | 0 | 0 | sampling | 0 | 31 | 31 | 31 | 7 | 0 |
| 56 | 44 | 0 | 0 | 0 | 0 | data presentation | 0 | 25 | 56 | 6 | 6 | 7 |
| 60 | 40 | 0 | 0 | 0 | 0 | documentation of findings | 0 | 33 | 53 | 14 | 0 | 0 |
| 67 | 22 | 11 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 33 | 28 | 28 | 6 | 5 |
| 61 | 28 | 11 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 44 | 22 | 34 | 0 | 0 |
| 28 | 50 | 22 | 0 | 0 | 0 | 21. Professional speaking | 0 | 17 | 61 | 17 | 5 | 0 |
| 61 | 38 | 0 | 0 | 0 | 0 | 22. Scholarship | 0 | 33 | 56 | 11 | 0 | 0 |

Table 15

Educational Psychology - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=58)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 66 | 32 | 2 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 25 | 45 | 25 | 4 | 1 |
| 35 | 46 | 5 | 9 | 2 | 3 | advisory committee counsel | 4 | 19 | 38 | 21 | 15 | 4 |
| | | | | | | 2. Final examination: | | | | | | |
| 0 | 29 | 21 | 14 | 14 | 21 | masters thesis and oral | 50 | 0 | 29 | 7 | 0 | 14 |
| 0 | 52 | 20 | 12 | 4 | 12 | masters oral exam | 24 | 4 | 32 | 28 | 8 | 4 |
| 0 | 0 | 40 | 0 | 0 | 60 | doctoral prelims | 100 | 0 | 0 | 0 | 0 | 0 |
| 0 | 13 | 25 | 12 | 0 | 50 | dissertation defense | 63 | 25 | 12 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 50 | 36 | 2 | 2 | 0 | 0 | principal advisor | 0 | 45 | 32 | 19 | 2 | 2 |
| 44 | 50 | 2 | 4 | 0 | 0 | department faculty | 0 | 20 | 48 | 28 | 4 | 0 |
| 58 | 30 | 8 | 2 | 0 | 2 | 4. Library holdings | 2 | 11 | 19 | 38 | 17 | 13 |
| 48 | 36 | 7 | 7 | 0 | 2 | 5. Job placement | 11 | 7 | 14 | 41 | 18 | 9 |
| 33 | 38 | 12 | 7 | 5 | 5 | 6. Financial support | 13 | 15 | 17 | 27 | 5 | 23 |
| 26 | 48 | 18 | 4 | 0 | 4 | 7. Support for participating in professional conferences | 7 | 17 | 20 | 30 | 22 | 4 |
| 17 | 33 | 25 | 8 | 0 | 17 | 8. Computer services | 42 | 25 | 17 | 8 | 8 | 0 |
| 53 | 23 | 6 | 0 | 0 | 18 | 9. Research laboratories | 29 | 41 | 12 | 12 | 6 | 0 |
| 53 | 27 | 13 | 0 | 0 | 7 | 10. Research equipment | 27 | 27 | 20 | 13 | 7 | 6 |
| 56 | 33 | 11 | 0 | 0 | 0 | 11. Access to original sources of data | 17 | 11 | 28 | 33 | 0 | 11 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 59 | 41 | 2 | 0 | 0 | 2 | 12. Problem solving | 2 | 9 | 36 | 34 | 19 | 0 |
| 52 | 38 | 5 | 5 | 0 | 0 | 13. Teaching | 2 | 10 | 50 | 26 | 10 | 2 |
| 46 | 46 | 3 | 2 | 0 | 3 | 14. Program evaluation | 0 | 10 | 28 | 46 | 16 | 0 |
| 35 | 43 | 19 | 0 | 0 | 3 | 15. Professional writing | 5 | 14 | 33 | 38 | 10 | 0 |
| 30 | 48 | 11 | 4 | 0 | 7 | 16. Administration | 15 | 4 | 19 | 44 | 15 | 3 |
| 43 | 36 | 9 | 9 | 0 | 3 | 17. Supervision | 6 | 9 | 24 | 43 | 15 | 3 |
| 36 | 41 | 14 | 9 | 0 | 0 | 18. Research: experimental design | 14 | 27 | 27 | 18 | 14 | 0 |
| 52 | 37 | 7 | 4 | 0 | 0 | literature searches | 15 | 11 | 33 | 22 | 8 | 11 |
| 32 | 55 | 4 | 9 | 0 | 0 | statistical applications | 14 | 14 | 27 | 32 | 9 | 4 |
| 32 | 53 | 11 | 5 | 0 | 0 | sampling | 16 | 16 | 21 | 37 | 5 | 5 |
| 42 | 40 | 10 | 5 | 0 | 0 | data presentation | 10 | 20 | 15 | 45 | 5 | 5 |
| 43 | 43 | 5 | 5 | 4 | 0 | documentation of findings | 10 | 10 | 43 | 33 | 4 | 0 |
| 81 | 17 | 2 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 33 | 37 | 25 | 2 | 3 |
| 66 | 32 | 0 | 0 | 0 | 2 | 20. Human relations with colleagues | 0 | 21 | 40 | 36 | 2 | 1 |
| 27 | 50 | 19 | 2 | 2 | 0 | 21. Professional speaking | 4 | 10 | 17 | 50 | 15 | 4 |
| 35 | 46 | 13 | 6 | 0 | 0 | 22. Scholarship | 0 | 21 | 27 | 44 | 8 | 0 |

Table 16

Educational Psychology - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=24)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | very high | high | average | low | very low | N/A |
| | | | | | | A. Program Service regarding: | | | | | | |
| 58 | 42 | 0 | 0 | 4 | 0 | 1. Program advisement with: degree planning | 0 | 63 | 29 | 8 | 0 | 0 |
| 41 | 41 | 9 | 9 | 0 | 0 | advisory committee counsel | 0 | 55 | 36 | 5 | 4 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 33 | 50 | 0 | 0 | 0 | 17 | masters thesis and oral | 50 | 17 | 33 | 0 | 0 | 0 |
| 50 | 33 | 17 | 0 | 0 | 0 | masters oral exam | 33 | 17 | 17 | 17 | 16 | 0 |
| 43 | 39 | 9 | 9 | 0 | 0 | doctoral prelims | 0 | 48 | 43 | 9 | 0 | 0 |
| 39 | 52 | 9 | 0 | 0 | 0 | dissertation defense | 0 | 61 | 35 | 4 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 79 | 21 | 0 | 0 | 0 | 0 | principal advisor | 0 | 79 | 13 | 4 | 4 | 0 |
| 50 | 42 | 4 | 4 | 0 | 0 | department faculty | 0 | 42 | 46 | 8 | 4 | 0 |
| 74 | 22 | 4 | 0 | 0 | 0 | 4. Library holdings | 0 | 17 | 35 | 26 | 18 | 4 |
| 40 | 50 | 0 | 5 | 0 | 5 | 5. Job placement | 10 | 5 | 20 | 25 | 35 | 5 |
| 63 | 21 | 12 | 0 | 0 | 4 | 6. Financial support | 8 | 34 | 25 | 29 | 0 | 4 |
| 54 | 23 | 14 | 4 | 0 | 5 | 7. Support for participating in professional conferences | 9 | 23 | 9 | 27 | 14 | 18 |
| 77 | 18 | 5 | 0 | 0 | 0 | 8. Computer services | 0 | 77 | 14 | 0 | 5 | 4 |
| 44 | 50 | 6 | 0 | 0 | 0 | 9. Research laboratories | 6 | 33 | 17 | 22 | 11 | 11 |
| 44 | 56 | 0 | 0 | 0 | 0 | 10. Research equipment | 6 | 33 | 11 | 33 | 0 | 17 |
| 76 | 24 | 0 | 0 | 0 | 0 | 11. Access to original sources of data | 0 | 18 | 53 | 29 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 68 | 32 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 36 | 36 | 28 | 0 | 0 |
| 42 | 47 | 5 | 6 | 0 | 0 | 13. Teaching | 0 | 37 | 37 | 16 | 5 | 5 |
| 32 | 53 | 10 | 5 | 0 | 0 | 14. Program evaluation | 0 | 21 | 32 | 21 | 21 | 5 |
| 52 | 48 | 0 | 0 | 0 | 0 | 15. Professional writing | 0 | 29 | 33 | 33 | 5 | 0 |
| 33 | 50 | 11 | 6 | 0 | 0 | 16. Administration | 0 | 11 | 22 | 28 | 33 | 6 |
| 40 | 50 | 10 | 0 | 0 | 0 | 17. Supervision | 0 | 25 | 45 | 15 | 15 | 0 |
| 59 | 36 | 5 | 0 | 0 | 0 | 18. Research: experimental design | 0 | 68 | 14 | 18 | 0 | 0 |
| 62 | 33 | 5 | 0 | 0 | 0 | literature searches | 0 | 33 | 48 | 19 | 0 | 0 |
| 54 | 43 | 5 | 0 | 0 | 0 | statistical applications | 0 | 52 | 22 | 22 | 0 | 4 |
| 57 | 38 | 0 | 5 | 0 | 0 | sampling | 0 | 33 | 33 | 34 | 0 | 0 |
| 62 | 38 | 0 | 0 | 0 | 0 | data presentation | 0 | 43 | 33 | 24 | 0 | 0 |
| 60 | 35 | 5 | 0 | 0 | 0 | documentation of findings | 0 | 45 | 30 | 25 | 0 | 0 |
| 88 | 8 | 4 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 63 | 17 | 16 | 4 | 0 |
| 63 | 37 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 42 | 21 | 33 | 4 | 0 |
| 43 | 48 | 9 | 0 | 0 | 0 | 21. Professional speaking | 0 | 17 | 22 | 44 | 13 | 4 |
| 63 | 33 | 4 | 0 | 0 | 0 | 22. Scholarship | 0 | 42 | 33 | 21 | 4 | 0 |

Table 17

Health and Physical Education - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=24)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 50 | 50 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 21 | 21 | 42 | 12 | 4 |
| 43 | 57 | 13 | 0 | 0 | 0 | advisory committee counsel | 0 | 30 | 22 | 39 | 9 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 14 | 64 | 14 | 7 | 0 | 0 | masters thesis and oral | 14 | 36 | 21 | 22 | 7 | 0 |
| 20 | 50 | 15 | 15 | 0 | 0 | masters oral exam | 0 | 30 | 10 | 50 | 10 | 0 |
| 0 | 67 | 0 | 0 | 33 | 0 | doctoral prelims | 33 | 33 | 34 | 0 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | dissertation defense | 50 | 50 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 63 | 37 | 0 | 0 | 0 | 0 | principal advisor | 0 | 54 | 13 | 25 | 8 | 0 |
| 50 | 45 | 5 | 0 | 0 | 0 | department faculty | 0 | 27 | 41 | 27 | 5 | 0 |
| 73 | 23 | 4 | 0 | 0 | 0 | 4. Library holdings | 0 | 18 | 36 | 23 | 0 | 23 |
| 45 | 40 | 5 | 10 | 0 | 0 | 5. Job placement | 10 | 20 | 15 | 30 | 10 | 15 |
| 44 | 44 | 6 | 6 | 0 | 0 | 6. Financial support | 6 | 17 | 33 | 28 | 11 | 5 |
| 5 | 16 | 58 | 11 | 10 | 0 | 7. Support for participating in professional conferences | 5 | 16 | 26 | 32 | 16 | 5 |
| 31 | 54 | 15 | 0 | 0 | 0 | 8. Computer services | 0 | 23 | 54 | 8 | 8 | 7 |
| 30 | 70 | 0 | 0 | 0 | 0 | 9. Research laboratories | 0 | 10 | 20 | 50 | 0 | 20 |
| 17 | 83 | 0 | 0 | 0 | 0 | 10. Research equipment | 0 | 8 | 33 | 42 | 8 | 9 |
| 21 | 72 | 7 | 0 | 0 | 0 | 11. Access to original sources of data | 14 | 7 | 22 | 14 | 21 | 22 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 64 | 32 | 4 | 0 | 0 | 0 | 12. Problem solving | 0 | 14 | 36 | 14 | 32 | 0 |
| 86 | 14 | 0 | 0 | 0 | 0 | 13. Teaching | 0 | 27 | 27 | 23 | 14 | 9 |
| 57 | 38 | 5 | 0 | 0 | 0 | 14. Program evaluation | 0 | 24 | 29 | 33 | 5 | 9 |
| 43 | 52 | 5 | 0 | 0 | 0 | 15. Professional writing | 4 | 26 | 35 | 9 | 26 | 0 |
| 21 | 74 | 5 | 0 | 0 | 0 | 16. Administration | 0 | 11 | 32 | 42 | 5 | 10 |
| 32 | 53 | 15 | 0 | 0 | 0 | 17. Supervision | 5 | 11 | 21 | 58 | 0 | 5 |
| | | | | | | 18. Research: | | | | | | |
| 47 | 40 | 13 | 0 | 0 | 0 | experimental design | 0 | 47 | 33 | 7 | 7 | 6 |
| 33 | 62 | 5 | 0 | 0 | 0 | literature searches | 5 | 29 | 33 | 19 | 10 | 4 |
| 33 | 56 | 11 | 0 | 0 | 0 | statistical applications | 0 | 50 | 22 | 17 | 6 | 5 |
| 25 | 69 | 6 | 0 | 0 | 0 | sampling | 0 | 25 | 38 | 19 | 12 | 6 |
| 25 | 62 | 13 | 0 | 0 | 0 | data presentation | 0 | 31 | 38 | 12 | 6 | 13 |
| 32 | 63 | 5 | 0 | 0 | 0 | documentation of findings | 0 | 32 | 37 | 16 | 10 | 5 |
| 67 | 25 | 8 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 21 | 38 | 29 | 8 | 4 |
| 63 | 37 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 29 | 33 | 17 | 13 | 8 |
| 50 | 46 | 4 | 0 | 0 | 0 | 21. Professional speaking | 0 | 8 | 38 | 42 | 8 | 4 |
| 40 | 50 | 10 | 0 | 0 | 0 | 22. Scholarship | 0 | 30 | 30 | 30 | 10 | 0 |

Table 18

Health and Physical Education - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=8)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 50 | 50 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 38 | 12 | 50 | 0 | 0 |
| 43 | 57 | 0 | 0 | 0 | 0 | advisory committee counsel | 0 | 29 | 43 | 28 | 0 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 38 | 62 | 0 | 0 | 0 | 0 | masters thesis and oral | 13 | 25 | 25 | 37 | 0 | 0 |
| 57 | 43 | 0 | 0 | 0 | 0 | masters oral exam | 0 | 43 | 43 | 14 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | doctoral prelims | 0 | 50 | 13 | 25 | 12 | 0 |
| 88 | 12 | 0 | 0 | 0 | 0 | dissertation defense | 0 | 50 | 50 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 37 | 50 | 0 | 0 | 0 | 13 | principal advisor | 0 | 37 | 38 | 25 | 0 | 0 |
| 17 | 50 | 0 | 0 | 0 | 33 | department faculty | 33 | 17 | 33 | 17 | 0 | 0 |
| 50 | 17 | 17 | 16 | 0 | 0 | 4. Library holdings | 17 | 17 | 33 | 17 | 16 | 0 |
| 0 | 67 | 33 | 0 | 0 | 0 | 5. Job placement | 0 | 17 | 50 | 33 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | 6. Financial support | 0 | 50 | 17 | 33 | 0 | 0 |
| 83 | 17 | 0 | 0 | 0 | 0 | 7. Support for participating in professional conferences | 17 | 0 | 17 | 66 | 0 | 0 |
| 63 | 25 | 12 | 0 | 0 | 0 | 8. Computer services | 25 | 0 | 13 | 62 | 0 | 0 |
| 25 | 37 | 38 | 0 | 0 | 0 | 9. Research laboratories | 0 | 0 | 50 | 25 | 25 | 0 |
| 57 | 43 | 0 | 0 | 0 | 0 | 10. Research equipment | 0 | 0 | 14 | 71 | 16 | 0 |
| 63 | 25 | 12 | 0 | 0 | 0 | 11. Access to original sources of data | 0 | 25 | 38 | 37 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 0 | 100 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 13 | 25 | 50 | 12 | 0 |
| 13 | 62 | 13 | 0 | 12 | 0 | 13. Teaching | 13 | 12 | 63 | 0 | 12 | 0 |
| 0 | 71 | 29 | 0 | 0 | 0 | 14. Program evaluation | 14 | 14 | 29 | 43 | 0 | 0 |
| 0 | 71 | 29 | 0 | 0 | 0 | 15. Professional writing | 14 | 14 | 29 | 29 | 14 | 0 |
| 43 | 43 | 14 | 0 | 0 | 0 | 16. Administration | 0 | 57 | 14 | 14 | 15 | 0 |
| 43 | 57 | 0 | 0 | 0 | 0 | 17. Supervision | 14 | 29 | 29 | 28 | 0 | 0 |
| 71 | 29 | 0 | 0 | 0 | 0 | 18. Research: experimental design | 0 | 29 | 43 | 14 | 14 | 0 |
| 43 | 57 | 0 | 0 | 0 | 0 | literature searches | 14 | 29 | 29 | 28 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | statistical applications | 0 | 38 | 12 | 38 | 12 | 0 |
| 63 | 37 | 0 | 0 | 0 | 0 | sampling | 13 | 37 | 25 | 25 | 0 | 0 |
| 63 | 37 | 0 | 0 | 0 | 0 | data presentation | 0 | 38 | 37 | 12 | 0 | 13 |
| 38 | 63 | 0 | 0 | 0 | 0 | documentation of findings | 0 | 75 | 25 | 0 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 25 | 50 | 13 | 12 | 0 |
| 63 | 37 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 50 | 25 | 25 | 0 | 0 |
| 60 | 33 | 7 | 0 | 0 | 0 | 21. Professional speaking | 0 | 53 | 20 | 27 | 0 | 0 |
| 36 | 29 | 36 | 7 | 0 | 0 | 22. Scholarship | 0 | 36 | 14 | 29 | 21 | 0 |

Table 19

**Interdisciplinary Education - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=15)**

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 60 | 33 | 0 | 7 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 53 | 20 | 27 | 0 | 0 |
| 36 | 29 | 28 | 7 | 0 | 0 | advisory committee counsel | 0 | 36 | 14 | 29 | 21 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 0 | 0 | 0 | 0 | 100 | 0 | masters thesis and oral | 0 | 100 | 0 | 0 | 0 | 0 |
| 40 | 53 | 13 | 14 | 0 | 0 | masters oral exam | 0 | 33 | 27 | 40 | 0 | 0 |
| 100 | 0 | 0 | 0 | 0 | 0 | doctoral prelims | 0 | 100 | 0 | 0 | 0 | 0 |
| 100 | 0 | 0 | 0 | 0 | 0 | dissertation oral exercise | 0 | 100 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 69 | 25 | 0 | 6 | 0 | 0 | principal advisor | 0 | 69 | 25 | 6 | 0 | 0 |
| 38 | 56 | 0 | 6 | 0 | 0 | department faculty | 0 | 50 | 25 | 19 | 6 | 0 |
| 56 | 38 | 6 | 0 | 0 | 0 | 4. Library holdings | 0 | 25 | 44 | 19 | 6 | 6 |
| 46 | 31 | 15 | 0 | 8 | 0 | 5. Job placement | 0 | 8 | 31 | 31 | 15 | 15 |
| 33 | 42 | 17 | 0 | 8 | 0 | 6. Financial support | 0 | 25 | 8 | 59 | 8 | 0 |
| 38 | 31 | 23 | 8 | 0 | 0 | 7. Support for participating in professional conferences | 0 | 38 | 8 | 31 | 23 | 0 |
| 25 | 50 | 25 | 0 | 0 | 0 | 8. Computer services | 25 | 0 | 25 | 50 | 0 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | 9. Research laboratories | 0 | 0 | 0 | 50 | 50 | 0 |
| 33 | 67 | 0 | 0 | 0 | 0 | 10. Research equipment | 33 | 0 | 0 | 0 | 67 | 0 |
| 67 | 33 | 0 | 0 | 0 | 0 | 11. Access to original sources of data | 0 | 33 | 0 | 67 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 67 | 33 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 20 | 33 | 47 | 0 | 0 |
| 67 | 27 | 6 | 0 | 0 | 0 | 13. Teaching | 0 | 27 | 33 | 27 | 13 | 0 |
| 47 | 47 | 6 | 0 | 0 | 0 | 14. Program evaluation | 0 | 20 | 27 | 40 | 13 | 0 |
| 37 | 27 | 27 | 9 | 0 | 0 | 15. Professional writing | 0 | 0 | 36 | 46 | 18 | 0 |
| 47 | 40 | 13 | 0 | 0 | 0 | 16. Administration | 0 | 7 | 40 | 40 | 13 | 0 |
| 39 | 38 | 23 | 0 | 0 | 0 | 17. Supervision | 0 | 8 | 46 | 46 | 0 | 0 |
| 60 | 20 | 20 | 0 | 0 | 0 | 18. Research: experimental design | 20 | 20 | 40 | 0 | 20 | 0 |
| 60 | 20 | 20 | 0 | 0 | 0 | literature searches | 0 | 40 | 20 | 20 | 20 | 0 |
| 14 | 43 | 29 | 0 | 14 | 0 | statistical applications | 0 | 29 | 0 | 43 | 28 | 0 |
| 25 | 50 | 13 | 0 | 12 | 0 | sampling | 13 | 0 | 37 | 25 | 25 | 0 |
| 33 | 56 | 11 | 0 | 0 | 0 | data presentation | 0 | 0 | 56 | 22 | 22 | 0 |
| 56 | 33 | 11 | 0 | 0 | 0 | documentation of findings | 0 | 11 | 56 | 22 | 11 | 0 |
| 80 | 13 | 7 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 47 | 27 | 20 | 6 | 0 |
| 60 | 27 | 13 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 47 | 27 | 20 | 6 | 0 |
| 38 | 39 | 23 | 0 | 0 | 0 | 21. Professional speaking | 0 | 8 | 31 | 46 | 8 | 7 |
| 29 | 57 | 14 | 0 | 0 | 0 | 22. Scholarship | 0 | 14 | 50 | 22 | 14 | 0 |

Table 20

Interdisciplinary Education - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=22)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 51 | 43 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 28 | 33 | 24 | 5 | 9 |
| 57 | 33 | 10 | 0 | 0 | 0 | advisory committee counsel | 0 | 38 | 33 | 14 | 10 | 5 |
| | | | | | | 2. Final examination: | | | | | | |
| 0 | 100 | 0 | 0 | 0 | 0 | masters thesis and oral | 0 | 0 | 100 | 0 | 0 | 0 |
| 0 | 50 | 50 | 0 | 0 | 0 | masters oral exam | 0 | 0 | 50 | 50 | 0 | 0 |
| 22 | 67 | 6 | 5 | 0 | 0 | doctoral prelims | 0 | 17 | 44 | 39 | 0 | 0 |
| 47 | 42 | 5 | 6 | 0 | 0 | dissertation defense | 0 | 37 | 42 | 21 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 86 | 14 | 0 | 0 | 0 | 0 | principal advisor | 0 | 71 | 24 | 5 | 0 | 0 |
| 62 | 38 | 0 | 0 | 0 | 0 | department faculty | 0 | 29 | 52 | 19 | 0 | 0 |
| 81 | 19 | 0 | 0 | 0 | 0 | 4. Library holdings | 0 | 24 | 43 | 24 | 5 | 4 |
| 29 | 59 | 0 | 6 | 0 | 6 | 5. Job placement | 6 | 35 | 6 | 24 | 12 | 17 |
| 53 | 31 | 5 | 0 | 0 | 11 | 6. Financial support | 11 | 31 | 27 | 21 | 5 | 5 |
| 42 | 47 | 11 | 0 | 0 | 0 | 7. Support for participating in professional conferences | 0 | 26 | 42 | 11 | 16 | 5 |
| 81 | 6 | 6 | 7 | 0 | 0 | 8. Computer services | 6 | 63 | 12 | 6 | 13 | 0 |
| 38 | 25 | 37 | 0 | 0 | 0 | 9. Research laboratories | 13 | 12 | 25 | 38 | 0 | 12 |
| 50 | 17 | 33 | 0 | 0 | 0 | 10. Research equipment | 17 | 17 | 17 | 17 | 16 | 16 |
| 50 | 38 | 12 | 0 | 0 | 0 | 11. Access to original sources of data | 0 | 0 | 38 | 37 | 25 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 61 | 33 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 6 | 50 | 39 | 5 | 0 |
| 47 | 33 | 13 | 7 | 0 | 0 | 13. Teaching | 0 | 7 | 27 | 66 | 0 | 0 |
| 44 | 50 | 6 | 0 | 0 | 0 | 14. Program evaluation | 0 | 17 | 28 | 33 | 22 | 0 |
| 44 | 50 | 0 | 6 | 0 | 0 | 15. Professional writing | 0 | 22 | 11 | 39 | 22 | 6 |
| 50 | 44 | 0 | 6 | 0 | 0 | 16. Administration | 6 | 19 | 44 | 19 | 12 | 0 |
| 33 | 60 | 7 | 0 | 0 | 0 | 17. Supervision | 7 | 13 | 47 | 13 | 7 | 13 |
| 42 | 47 | 5 | 6 | 0 | 0 | 18. Research: experimental design | 5 | 21 | 36 | 37 | 11 | 0 |
| 50 | 40 | 5 | 5 | 0 | 0 | literature searches | 0 | 20 | 50 | 20 | 10 | 0 |
| 56 | 39 | 5 | 0 | 0 | 0 | statistical applications | 0 | 22 | 33 | 28 | 11 | 6 |
| 37 | 58 | 5 | 0 | 0 | 0 | sampling | 0 | 36 | 32 | 31 | 5 | 0 |
| 37 | 63 | 0 | 0 | 0 | 0 | data presentation | 0 | 21 | 36 | 53 | 0 | 0 |
| 47 | 53 | 0 | 0 | 0 | 0 | documentation of findings | 0 | 21 | 37 | 42 | 0 | 0 |
| 62 | 38 | 0 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 14 | 29 | 43 | 14 | 0 |
| 70 | 30 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 15 | 25 | 55 | 5 | 0 |
| 48 | 48 | 0 | 4 | 0 | 0 | 21. Professional speaking | 0 | 14 | 5 | 33 | 33 | 15 |
| 52 | 48 | 0 | 0 | 0 | 0 | 22. Scholarship | 0 | 24 | 33 | 38 | 5 | 0 |

Table 21

Industrial Education - Masters Level: Summary of Responses to General Program Components Expressed in Percentages (N=28)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 79 | 21 | 0 | 0 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 38 | 29 | 29 | 4 | 0 |
| 25 | 58 | 13 | 0 | 0 | 4 | advisory committee counsel | 4 | 17 | 21 | 46 | 8 | 4 |
| | | | | | | 2. Final examination: | | | | | | |
| 22 | 56 | 0 | 11 | 0 | 11 | masters thesis and oral | 33 | 11 | 22 | 23 | 11 | 0 |
| 17 | 57 | 13 | 9 | 4 | 0 | masters oral exam | 4 | 35 | 30 | 22 | 4 | 5 |
| 0 | 100 | 0 | 0 | 0 | 0 | doctoral prelims | 100 | 0 | 0 | 0 | 0 | 0 |
| 33 | 67 | 0 | 0 | 0 | 0 | dissertation defense | 100 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 80 | 20 | 0 | 0 | 0 | 0 | principal advisor | 0 | 64 | 16 | 16 | 0 | 4 |
| 56 | 40 | 0 | 4 | 0 | 0 | department faculty | 0 | 40 | 32 | 20 | 4 | 4 |
| 77 | 19 | 0 | 4 | 0 | 0 | 4. Library holdings | 0 | 27 | 35 | 31 | 4 | 3 |
| 39 | 43 | 13 | 0 | 5 | 0 | 5. Job placement | 9 | 9 | 9 | 39 | 21 | 13 |
| 39 | 35 | 13 | 4 | 5 | 4 | 6. Financial support | 9 | 30 | 13 | 31 | 4 | 13 |
| 38 | 43 | 10 | 0 | 4 | 5 | 7. Support for participating in professional conferences | 9 | 24 | 10 | 36 | 9 | 10 |
| 30 | 50 | 10 | 0 | 0 | 10 | 8. Computer services | 40 | 20 | 10 | 10 | 0 | 20 |
| 22 | 67 | 0 | 0 | 0 | 11 | 9. Research laboratories | 44 | 11 | 11 | 11 | 11 | 12 |
| 25 | 62 | 0 | 0 | 0 | 13 | 10. Research equipment | 50 | 12 | 0 | 13 | 12 | 13 |
| 38 | 46 | 15 | 0 | 0 | 0 | 11. Access to original sources of data | 23 | 15 | 15 | 31 | 16 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 58 | 38 | 4 | 0 | 0 | 0 | 12. Problem solving | 0 | 38 | 29 | 29 | 0 | 4 |
| 73 | 27 | 0 | 0 | 0 | 0 | 13. Teaching | 0 | 32 | 41 | 23 | 0 | 4 |
| 41 | 55 | 4 | 0 | 0 | 0 | 14. Program evaluation | 5 | 18 | 36 | 36 | 5 | 0 |
| 48 | 30 | 22 | 0 | 0 | 0 | 15. Professional writing | 0 | 17 | 35 | 35 | 9 | 4 |
| 45 | 40 | 5 | 0 | 0 | 0 | 16. Administration | 5 | 18 | 36 | 36 | 0 | 5 |
| 50 | 50 | 0 | 0 | 0 | 0 | 17. Supervision | 0 | 33 | 29 | 33 | 0 | 5 |
| 18 | 64 | 18 | 0 | 0 | 0 | 18. Research: experimental design | 37 | 18 | 9 | 18 | 9 | 9 |
| 19 | 75 | 6 | 0 | 0 | 0 | literature searches | 19 | 13 | 31 | 31 | 6 | 0 |
| 9 | 73 | 18 | 0 | 0 | 0 | statistical applications | 45 | 0 | 37 | 18 | 0 | 0 |
| 9 | 64 | 27 | 0 | 0 | 0 | sampling | 45 | 0 | 37 | 18 | 0 | 0 |
| 9 | 73 | 18 | 0 | 0 | 0 | data presentation | 27 | 9 | 27 | 28 | 9 | 0 |
| 45 | 36 | 19 | 0 | 0 | 0 | documentation of findings | 18 | 18 | 37 | 27 | 0 | 0 |
| 79 | 17 | 4 | 0 | 0 | 0 | 19. Human relations with students and clients | 0 | 42 | 21 | 33 | 4 | 0 |
| 68 | 32 | 0 | 0 | 0 | 0 | 20. Human relations with colleagues | 0 | 36 | 28 | 36 | 0 | 0 |
| 52 | 40 | 4 | 4 | 0 | 0 | 21. Professional speaking | 0 | 20 | 24 | 36 | 20 | 0 |
| 43 | 39 | 13 | 0 | 0 | 0 | 22. Scholarship | 0 | 26 | 35 | 30 | 0 | 9 |

Table 22

Industrial Education - Doctoral Level: Summary of Responses to General Program Components Expressed in Percentages (N=16)

| NECESSITY: My rating of the necessity of this service is: | | | | | | | QUALITY: The quality of service/instruction during my preparation was: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| very necessary | necessary | undecided | unnecessary | very unnecessary | N/A | | N/A | very high | high | average | low | very low |
| | | | | | | A. Program Service regarding: | | | | | | |
| 53 | 33 | 0 | 14 | 0 | 0 | 1. Program advisement with: degree planning | 0 | 13 | 47 | 33 | 7 | 0 |
| 31 | 54 | 15 | 0 | 0 | 0 | advisory committee counsel | 0 | 15 | 31 | 39 | 15 | 0 |
| | | | | | | 2. Final examination: | | | | | | |
| 0 | 100 | 0 | 0 | 0 | 0 | masters thesis and oral | 33 | 33 | 34 | 0 | 0 | 0 |
| 25 | 25 | 25 | 0 | 0 | 25 | masters oral exam | 50 | 25 | 25 | 0 | 0 | 0 |
| 38 | 46 | 8 | 8 | 0 | 0 | doctoral prelims | 0 | 23 | 54 | 23 | 0 | 0 |
| 57 | 29 | 7 | 7 | 0 | 0 | dissertation defense | 0 | 36 | 43 | 21 | 0 | 0 |
| | | | | | | 3. Helpfulness of department personnel: | | | | | | |
| 81 | 19 | 0 | 0 | 0 | 0 | principal advisor | 0 | 38 | 37 | 19 | 6 | 0 |
| 50 | 50 | 0 | 0 | 0 | 0 | department faculty | 0 | 25 | 50 | 25 | 0 | 0 |
| 81 | 13 | 6 | 0 | 0 | 0 | 4. Library holdings | 0 | 50 | 38 | 0 | 12 | 0 |
| 43 | 36 | 21 | 0 | 0 | 0 | 5. Job placement | 7 | 7 | 14 | 36 | 21 | 15 |
| 47 | 53 | 0 | 0 | 0 | 0 | 6. Financial support | 0 | 40 | 40 | 20 | 0 | 0 |
| 50 | 43 | 7 | 0 | 0 | 0 | 7. Support for participating in professional conferences | 7 | 29 | 21 | 7 | 14 | 23 |
| 54 | 38 | 8 | 0 | 0 | 0 | 8. Computer services | 8 | 54 | 23 | 15 | 0 | 0 |
| 25 | 50 | 25 | 0 | 0 | 0 | 9. Research laboratories | 38 | 37 | 12 | 13 | 0 | 0 |
| 38 | 25 | 37 | 0 | 0 | 0 | 10. Research equipment | 38 | 37 | 25 | 0 | 0 | 0 |
| 50 | 40 | 10 | 0 | 0 | 0 | 11. Access to original sources of data | 20 | 40 | 30 | 10 | 0 | 0 |
| | | | | | | B. Professional Skills regarding: | | | | | | |
| 64 | 36 | 0 | 0 | 0 | 0 | 12. Problem solving | 0 | 29 | 43 | 21 | 7 | 0 |
| 43 | 57 | 0 | 0 | 0 | 0 | 13. Teaching | 0 | 21 | 36 | 43 | 0 | 0 |
| 36 | 50 | 14 | 0 | 0 | 0 | 14. Program evaluation | 7 | 14 | 50 | 29 | 0 | 0 |
| 46 | 46 | 8 | 0 | 0 | 0 | 15. Professional writing | 0 | 15 | 54 | 31 | 0 | 0 |
| 27 | 55 | 18 | 0 | 0 | 0 | 16. Administration | 0 | 9 | 27 | 46 | 18 | 0 |
| 25 | 58 | 17 | 0 | 0 | 0 | 17. Supervision | 0 | 8 | 42 | 50 | 0 | 0 |
| | | | | | | 18. Research: | | | | | | |
| 46 | 38 | 8 | 8 | 0 | 0 | experimental design | 8 | 23 | 46 | 23 | 0 | 0 |
| 42 | 50 | 8 | 0 | 0 | 0 | literature searches | 0 | 25 | 33 | 42 | 0 | 0 |
| 46 | 38 | 8 | 8 | 0 | 0 | statistical applications | 0 | 38 | 31 | 15 | 16 | 0 |
| 38 | 54 | 8 | 0 | 0 | 0 | sampling | 0 | 23 | 31 | 23 | 23 | 0 |
| 33 | 58 | 9 | 0 | 0 | 0 | data presentation | 0 | 25 | 42 | 17 | 16 | 0 |
| 38 | 54 | 8 | 0 | 0 | 0 | documentation of findings | 0 | 15 | 38 | 31 | 16 | 0 |
| 53 | 20 | 20 | 7 | 0 | 0 | 19. Human relations with students and clients | 0 | 20 | 33 | 40 | 7 | 0 |
| 53 | 27 | 13 | 7 | 0 | 0 | 20. Human relations with colleagues | 0 | 20 | 40 | 33 | 7 | 0 |
| 36 | 57 | 7 | 0 | 0 | 0 | 21. Professional speaking | 0 | 14 | 22 | 50 | 14 | 0 |
| 40 | 40 | 0 | 0 | 0 | 0 | 22. Scholarship | 0 | 13 | 60 | 27 | 0 | 0 |